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NEA Today

WASHINGTON, D.C. MAY 1983

NEWSPAPER ...N ASSOCIATION VOL. 1, NO. 7

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PRESIDENT'S VIEWPOINT

Tribute to Excellence

Later this month, Terry Herndon will step down from his position as our Association's chief administrative officer. I only wish I were capable of prose that would convey to you what Terry Herndon has meant to the NEA. And I wish I were capable of poetry that would capture some of the extraordinariness of this extraordinary human being.

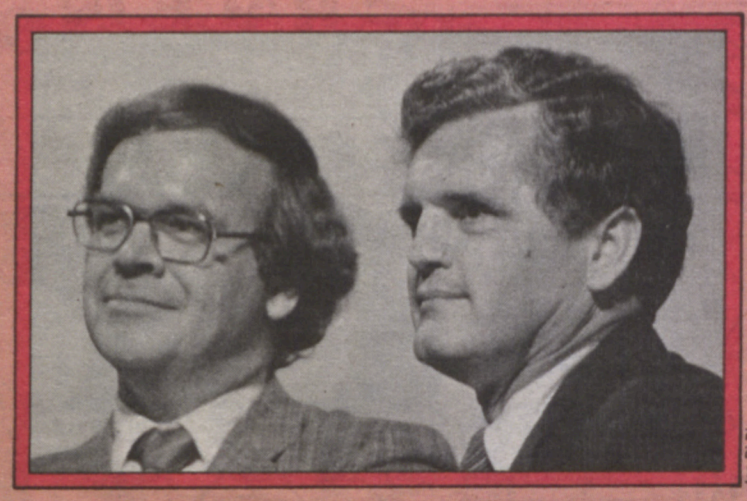
But I'm not. And so my effort to express my admiration and respect for the man who has served as our Association's executive director for the last decade will fail. And my attempt to explain what he has meant to the organization will fall short. My words can no more than hint at the strength of his intelligence, the depth of his compassion, the range of his talents.

Those of us who have had the privilege of knowing Terry well will remember him laughing—almost always at himself, usually in the toughest of times. When the road was roughest and the obstacles awesome, he summoned up that virtue that Hemingway so perfectly defined: *courage*, "grace under pressure."

And the pressures were great. When Terry became NEA's executive director 10 years ago this month, our organization was, if not in disarray, certainly a little disordered. If not comatose, we were at least a bit drowsy.

Terry saw exactly what the NEA was: a sleeping giant. He woke it up. He pumped life into it and gave it energy. He transformed the sleeping giant into education's fire-breathing dragon.

That transformation can still appear mysterious, almost magical. But I'm convinced that the mystery unravels when we remember Terry Herndon's guiding conviction. He said it often in his early years as executive director: he aspired to build, not a powerful organization, but an organization of powerful people.



Joe Di Dio

NEA President Willard McGuire (right) and Executive Director Terry Herndon at the 1982 NEA Representative Assembly in Los Angeles.

He would not—he refused to—lead followers. He would lead leaders. He would make himself "dispensable."

Today, as our members all across the country emerge as leaders in the Association, in their communities, in their states, and in the nation, we are seeing the fulfillment of Terry's vision.

When we—we who used to call ourselves "just teachers" or "just school workers"— are welcomed in Congress, feared in the White House, and respected nationally *and* internationally as fiercely committed agents of educational excellence and social justice, we are seeing the fulfillment of Terry's vision.

When we walk with pride in the face of adversity and aggressively rebuff the attacks of the most anti–public education Administration in this nation's history, we are seeing the fulfillment of Terry's vision.

We *are* an organization of leaders. And it is for that reason I can say that however much we value his presence and however much we shall miss him, Terry Herndon's departure will not be the departure of someone indispensable. I can think of few people who would understand that statement as a compliment. Terry will understand. He will understand it precisely because he knows that to say that Terry Herndon is not indispensable is to say that Terry Herndon has succeeded in the task he set for himself ten years ago.

All of us in the NEA are beneficiaries of Terry's unique insight and passionate commitment. We owe him gratitude. And the legions of Association members who follow us in the future will, though they may not know it, be indebted to him.

So for them and speaking for our 1.7 million current leaders—Terry, thank you. It's been an honor.

TRENDS

Dishonorable Conduct

If you teach high school students, you're teaching cheaters—a lot of them.

That finding comes from the students themselves. More than 75 percent of them cheat (on exams, term papers, and homework), according to a recent survey by *Highwire* magazine—a national quarterly written for and *by* high school students.

A Rose by Any Other Name Might Fail

Teachers beware: you may be among the perpetrators of "name stereotyping."

In a recent study, psychologists Herbert Herari and John McDonald gave a set of essays—each with a different student "byline"—to 80 San Diego elementary teachers. The teachers invariably gave higher grades to an essay presumably written by David or Susan than to the same essay with the name Terrel or Harriet on it.

The study also found that students with "unusual" names tend to be "antagonistic toward teachers." Understandable retaliation, perhaps?

Shh . . . Let's Not Tell

Are smokers glamorous? Sexy? Sophisticated, mature, tough? No—none of the above. And they're not liberated—despite the "You've come a long way, baby" nonsense.

That's the overwhelming consensus among 18,000 high school seniors who took part in a recent University of Michigan survey. Even students who smoke aren't buying the tobacco industry's line. They see nicotine addicts as insecure conformists.

So much for the macho Marlboro man and the slinky Virginia Slims model. Today's teens aren't as naive as advertisers think.

Poisonous Art

You'll never know it from reading the labels, but an alarming number of the art supplies students regularly use in the classroom may be toxic.

The Massachusetts Public Interest Research Group's recent study—*Poison Palette*—lists as especially dangerous to youngsters the following products: permanent markers, acrylic paints, thinners and rubber cements, spray adhesives, and glazes.

The labels on these products tend not to list their ingredients—many of which are possibly carcinogenic and potentially damaging to lungs, kidneys, the central nervous system, and the heart.

Former Cowboy Seeks Sheriffs

The Reagan Administration's strategy to prohibit the granting of federal student aid to young men who fail to register for the draft may be in trouble.

Representative Patricia Schroeder (D-Colo.) recently charged that the government is "deputizing the private sector—colleges and universities—to enforce a federal law." Other individuals and groups (including NEA) have argued that the law discriminates against the poor—since they're the ones most likely to need and apply for college loans.

The courts may agree. U.S. District Judge Donald Alsop (Minnesota) recently granted a preliminary injunction barring implementation of the law.

Life Without The ERA

"Some people would look at the numbers and immediately assume the difference is due to discrimination," says U.S. Census Bureau official John Coder. But, he adds, it just isn't so.

Really? You be the judge.

The latest Census Bureau figures show that during their lifetimes, male high school graduates will earn $500,000 more than their female counterparts. And if both have college degrees, the gap will be $1.6 million.

Differences of that magnitude cannot be accounted for by the fact that women average fewer years in the work force. Other factors explain the disparity. And one of them is pay inequity or (sorry, John) discrimination.

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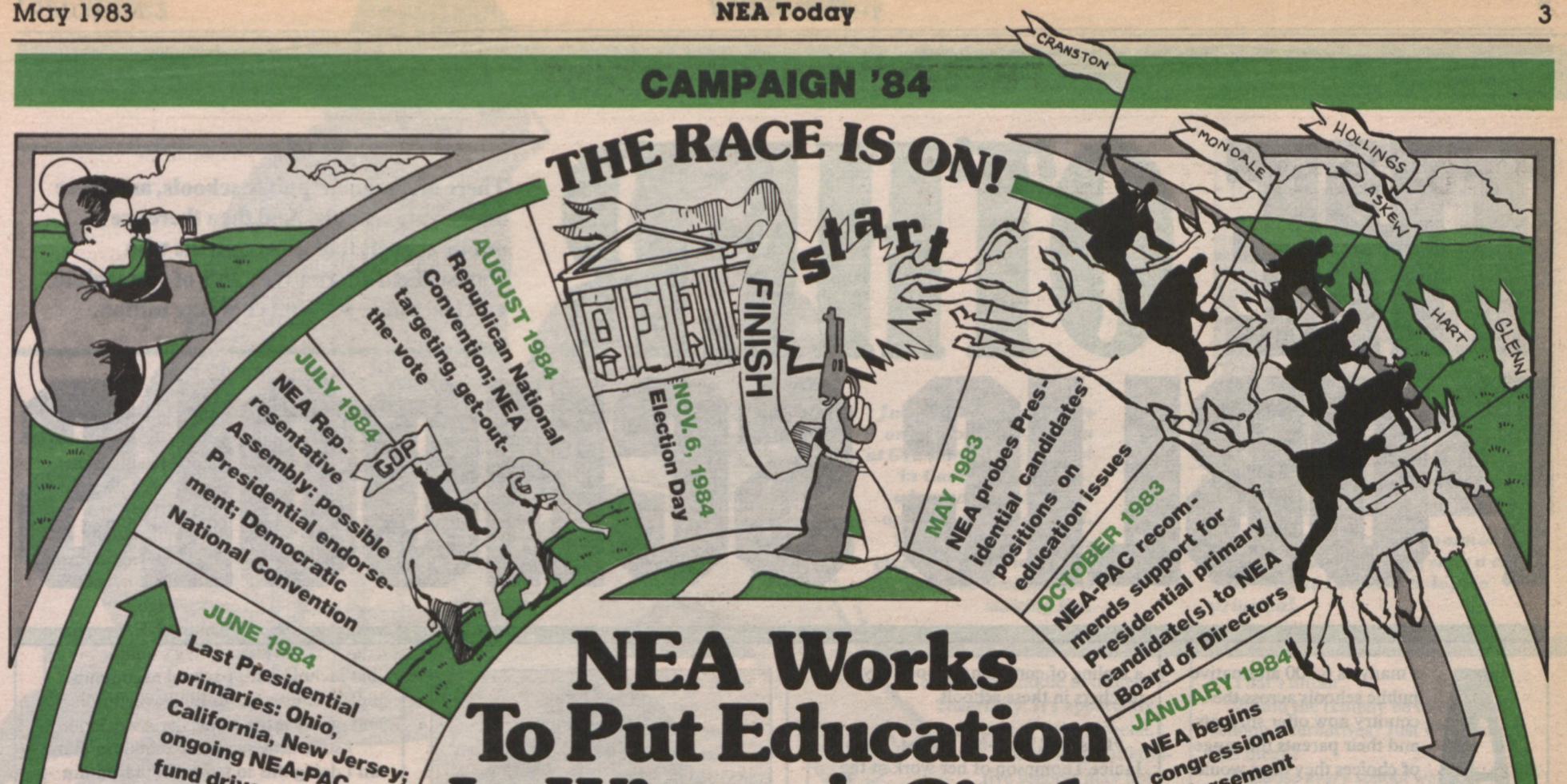
CAMPAIGN '84



NEA Works To Put Education In Winner's Circle

Last September, Iowa State Education Association (ISEA) President Phoebe Tupper talked politics with former Vice-President Walter Mondale. In February Tupper visited with California Senator Alan Cranston. Two days later she breakfasted with Colorado Senator Gary Hart.

"We've gotten so many phone calls, visits, and letters from candidates and staff," says Tupper, "that it's tough to keep track of them."

Why are candidates for the highest office in the land courting ISEA members?

There are two reasons: Iowa is the first state slated to pick delegates to the 1984 national party conventions, and the nation's political hopefuls know that the political activism of NEA members may just decide who wins most of Iowa's delegates and who eventually gets elected President of the United States in 1984.

In 1980, 495 NEA members were delegates and alternates to the Democratic and Republican national conventions. No other organization came near that total. This year, with the 1984 Presidential sweepstakes well under way, candidates —announced and unannounced—are hoping to win NEA's nod.

Mondale, Hart, Cranston, South Carolina Senator Ernest Hollings, Ohio Senator John Glenn, and former Florida Governor Reubin Askew have all spoken recently at various NEA national and regional meetings.

In the Republican Party, no national figure has yet announced a Presidential candidacy. As we go to press, President Reagan hasn't declared his 1984 intentions.

How will NEA decide who to support in the Presidential primaries and endorse in the general election? The choice will be made through a long, deliberate, and democratic process that starts this spring.

If that process succeeds, the next President of the United States will be formally committed to the struggle for quality public education.

The Presidential primary season begins February 27, 1984, with the Iowa caucuses, followed a week later by the traditional first primary, in New Hampshire. The "season" closes on June 5 with primaries in California, New Jersey, Ohio, and four other states. In all some 30 states have primaries.

NEA's Presidential support and endorsement process is finely tuned and timed to coincide with the federal election machinery and schedule.

An important preliminary step—learning the candidates' positions on key education issues—is now under way. Written questionnaires, videotaped statements prepared by the candidates, and follow-up interviews with the NEA president are all part of the inquiry. Many of these materials will be made available to this summer's NEA Representative Assembly delegates in Philadelphia, and candidates' responses will run in various NEA publications.

The first part of the actual decision-making process occurs when the 125-member NEA Board of Directors recommends support for one or more Presidential candidates in the primary and caucus states. The Board could take that step as early as this fall, on advice from the NEA-PAC Council (representing each state affiliate) and the NEA president.

Before NEA can get involved in campaign activity in any state, the state Association must vote concurrence with NEA recommendations.

It's important to note that NEA *support* of a candidate in the *primaries* is not the same as *endorsement* for the *general election*. The official endorsement decision can be made only by the 7,500 elected delegates to the NEA Representative Assembly, which meets each July.

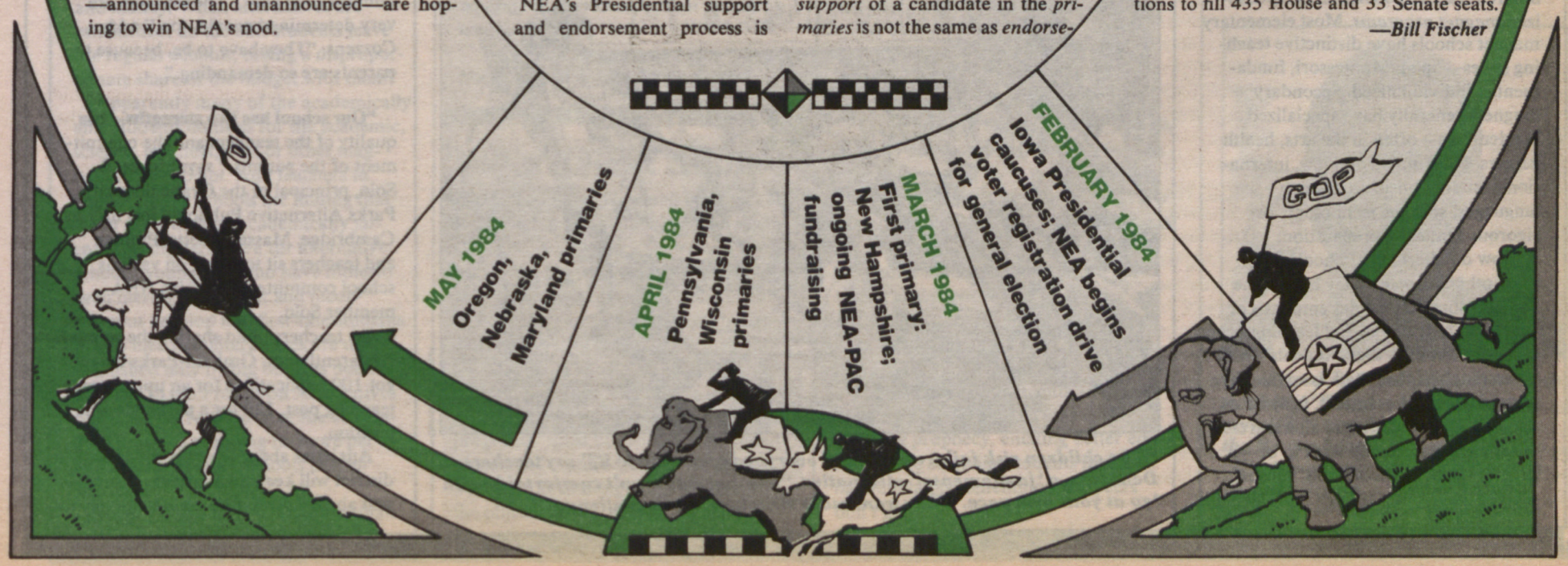
While the support and endorsement process moves along in carefully timed fashion, so too do the "nuts-and-bolts" political activities at which NEA members have come to excel—voter registration, get-out-the-vote and precinct targeting operations, and of course, political fundraising.

Fundraising for NEA-PAC, NEA's political action arm, has never really ended since last fall's elections. Association members nationwide seem to be grasping the necessity of building a strong political war chest for Election Day, November 6, 1984.

During the first six months of this school year, NEA-PAC collected more than twice the total raised during the same period last year. Much of the increase is due to the growing popularity of making NEA-PAC contributions via payroll deduction.

NEA-PAC's goal for 1984? $4 million —enough to participate effectively not only in Presidential politics but also in the elections to fill 435 House and 33 Senate seats.

—Bill Fischer



HUMAN RIGHTS

Missouri-NEA Takes the Lead In St. Louis Deseg Efforts

The Missouri-NEA and its local affiliates are making every effort to ensure that a revised school desegregation plan in the St. Louis metropolitan area—scheduled to take effect next fall—results in improved education and no loss of teacher rights.

The predominantly Black St. Louis schools and 23 of the 24 largely white school systems surrounding the city have agreed to the nation's first voluntary student, teacher, and administrator exchange designed to bring about public school desegregation at all levels. The metropolitan area encompasses some 190,000 students.

Since 1981, the city of St. Louis and some suburban districts have exchanged students under a court recommendation. About 1,000 Black inner-city students currently attend suburban schools, and some 700 white students from the suburbs take classes at the city's 23 "magnet" schools. The revised plan calls for 15,000 inner-city students to attend suburban schools.

A federal judge two years ago appointed a metropolitan-wide coordinating committee to oversee the desegregation effort. "We're looking to improve on what's happened so far," explains Nipher Middle School counselor Terry Diehl, M-NEA's representative on the committee. "The student pioneers have shown that desegregation can work, but there have been problems."

The problems have stemmed from myths surrounding the desegregation effort—and the dearth of facts getting into the schools. M-NEA's Human Relations and Minority Affairs Committees recently approved using the Association's building reps to distribute information. M-NEA will help the coordinating committee publicize teacher exchanges and unique programs.

Teacher participation is voluntary. Teachers may swap classes with their colleagues in other districts, or apply to a district as vacancies occur.

But differences among the districts in salary schedules, tenure and retirement rules, and layoff policies have made teachers reluctant to volunteer.

"M-NEA is looking at how policies governing teachers are affected by the interdistrict exchanges," Diehl says. "We're concerned about teachers' job security, regardless of organizational affiilation." (St. Louis is an AFT local; the majority of the suburbs are M-NEA affiliates.) "We're hoping to integrate the various policies, taking the best from each."

The committee suggests that teachers and administrators participate in short-term exchanges —one month, six months, one year—to get started. To further promote the plan, M-NEA is holding desegregation workshops designed in cooperation with NEA Human and Civil Rights staff.

St. Louis' school desegregation effort has been fought by parent groups—both Black and white. But there's also been some heartening progress. When a middle school in the Ritenour suburb planned an after-school roller-skating party for its students recently, administrators and teachers realized the 100 inner-city kids wouldn't be able to attend because their buses would have left for the day. So the school sent notes to local parents, who gladly invited the kids home to dinner and took them back to the party.

"School integration in the historically segregated St. Louis area *can* work," Diehl and other Association leaders believe.

—Marian Clayton

NEA Affiliates Pursue Sex Equity

Should a research assistant be paid less than a mail-truck driver? Is a library assistant worth less than a sign painter?

These are questions of pay equity—the concept that employees should be paid equally for work of equal or comparable worth.

NEA is now funding special sex equity projects in six states. In one such project, NEA's education support affiliate at the University of Maine (UM) is conducting a preliminary study to see whether the 1,000 workers it represents—90 percent of whom are female—are being paid in line with the value of their work.

The affiliate, called ACSUM —Associated COLT (Clerical, Office, Laboratory, and Technical) Staff, University of Maine —is asking the university for $100,000 to conduct a comprehensive investigation into the system that classifies all university jobs under some 140 titles and sets salaries for each. NEA funds will support training and communications.

Initial findings show "gross inequities," reports Mary Boyington, a student personnel assistant at the Orono campus who chairs the reclassification study. Predominantly female support jobs are concentrated at the lower end of the pay scale, while the mostly male service and maintenance jobs are clustered at the upper end. UM support staff wages average $10,500, with males earning an average of $1 an hour more than females.

"The study should help us make the case that some overt discrimination is going on," says Boyington. "And it's part of our bargaining strategy to negotiate better salaries for ACSUM members."

The six state projects are funded under NEA's Sex Equity Action Plan, endorsed by the NEA Women's Caucus and approved by the 1982 Representative Assembly. The other five projects now under way:

- The **North Carolina** Association of Educators is organizing local coalitions to support passage of progressive sex equity legislation in the 1983 General Assembly.
- The **Oklahoma** Education Association is forming lobbying coalitions and conducting research on sex-discriminatory laws.
- The **Washington** Education Association is developing a training module on comparable worth and choosing a school support bargaining unit to help in collective bargaining, litigation, and advocacy for its members.
- The **Georgia** Association of Educators is conducting grassroots training in ways to support legislation that will eliminate sex discrimination in Georgia's laws.
- The **Iowa** State Education Association is producing a pay equity study of comparable professional salaries and private sector wages in two locals.

The program is administered by NEA Human and Civil Rights.

—Vicky Lytle

WASHINGTON WATCH

Things usually start slowly in the first few months of a new congressional session—but not this year. The 98th Congress, elected last November, is off to the busiest and most productive start that Washington has seen in years. What's most welcome of all is Congress' new-found sense of independence. The Reagan Administration has lost its free ride on Capitol Hill.

✔ This year's installment of the federal **budget battle** probably reflects the new mood in Congress better than any other single issue. Both the House of Representatives and the Senate are sending the White House a refreshing and long-overdue message: no more cuts in federal spending for education. The House passed a budget resolution early in the spring that upped education funding $3 billion over levels proposed by the Reagan Administration. The Senate has also voted—in a nonbinding resolution—not to go along with the Administration's education cuts.

✔ The White House, meanwhile, is still promoting its basic anti-public-education "education" agenda as if nothing had changed. Administration officials are pushing hard for their newly revised **tuition tax credits** bill, and hearings on it will start this spring. NEA and allied groups in the National Coalition for Public Education are lobbying Senate Finance Committee members against the bill.

✔ The Administration also hasn't given up yet on the "New Federalism." Sen. Orrin Hatch (R-Utah) and three of his colleagues have introduced a proposal calling for four new wide-ranging **block grants** to states that would include adult vocational education and other school programs. Block grants have pitted valuable programs against each other in a race for ever scarcer federal dollars.

✔ What the Administration *has* given up is its effort to cut **Social Security** benefits. Not one statutory benefit change proposed by the Reagan Administration appears in the Social Security reform package that Congress passed in March *(see story on page 28)*. NEA reluctantly supported the reform package. It wasn't perfect, but it did represent a considerable improvement over the original Reagan alternative.

✔ Congress has several other pieces of legislation on the fast track, most notably the NEA-backed Emergency Mathematics and Science Education Act. The act, a precursor to the broader American Defense Education Act, would provide funds to improve instruction in **math and science** and strengthen educational research and development. The measure passed the House in March.

✔ Another key bill—the **emergency jobs** appropriation —has already been signed into law. NEA lobbied to make sure this badly needed jobs legislation provided funding for college work-study and youth programs, school weatherization, library and impact aid construction, and architectural barrier removal.

✔ Congress is also considering a comprehensive approach to **repairing and renovating** school buildings. Rep. Dale Kildee (D-Mich.) has introduced legislation that would authorize $3 billion over six years for emergency school repairs and renovations. NEA is working with Rep. Kildee to get cosponsors for the measure.

✔ Off Capitol Hill, in the federal courts and agencies, there's been progress against Reagan Administration attempts to stall action on **sex and race bias.** After considerable pressure from NEA and other groups, the Administration withdrew the nomination of Wendy Borcherdt for deputy undersecretary of education. Borcherdt had previously attempted to frustrate women's rights activities in the National Advisory Council on Women's Educational Programs.

✔ In another victory, a U.S. district court judge has ruled that the Departments of Labor and Education must stick to time limits set in 1977 for resolving sex, race, and handicapped complaints at educational institutions. The Administration had argued that the deadlines were no longer necessary—and impossible to meet.

State Side

NORTHEAST

A new set of watered-down curriculum standards for public schools won't go into effect this month if the Pennsylvania State Education Association (PSEA) has its way.

PSEA has been lobbying to get the controversial "Chapter 5" rules off the agenda of the state board of education.

Under the proposal, each school district would develop its own curriculum around 12 "goals of quality education." The goals include communication skills, mathematics, science and technology, and citizenship.

The state would be giving total control of the schools to 501 separate, politically oriented local school boards, PSEA points out—boards whose make-up changes every two years. The state government would no longer approve courses and programs, enforce regulations, or penalize school districts that fail to meet minimum requirements.

To arouse opposition to the proposal, PSEA has developed a slide show and conducted a direct mail campaign to members and community groups.

MID-ATLANTIC

An intense lobbying campaign waged by the Virginia Education Association (VEA) has paid off in restoration of some $20 million in proposed cuts in the state's 1983-84 budget for aid to public schools.

The restored funds will make it possible for the state to provide its share of a 9.7 percent salary increase for teachers. The original language in the biennial budget bill passed last year called for a 10 percent teacher raise next fall. Anticipated revenue shortfalls at the beginning of this year prompted Governor Charles Robb to propose cutting that raise to 6.3 percent.

But the legislature—largely through VEA efforts—has become convinced that it's time to stop the exodus of Virginia teachers to surrounding states with better salaries.

In the final days of this winter's short legislative session, the state house and senate seemed to be competing to see which chamber could reinstate the most education funds.

Result? Recovery of 93 percent of the governor's proposed cuts.

Delaware teachers will not have to take six credit hours of coursework for recertification every five years, thanks largely to the opposition of the Delaware State Education Association. DSEA challenged the legality of the new recertification rule, enacted last September, pointing out that so few courses are offered within Delaware that teachers would have to attend out-of-state universities—and teachers with advanced degrees would have to take courses that would do nothing to improve their knowledge of their subject matter.

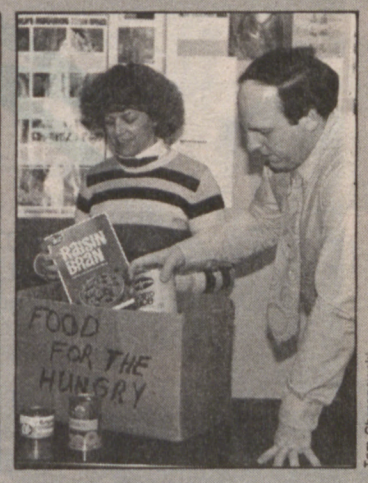
The state board of education has now rescinded the requirement. "We are very pleased," says DSEA President Wally Young. "Obviously, the board listened to what DSEA, teachers, and local school boards told them about the absurdity of the recertification requirements."

DSEA is working with the state department of public instruction to recommend new and better in-service courses for teachers—and looks forward to working with Delaware's colleges. "We believe that if the right courses are offered, teachers will flock to them—not because they have to, but because they want to continue improving themselves and their performance," Young adds.

IN RECESSION-WRACKED MICHIGAN

MEA Community Action Target: Hunger

Michigan Education Association



Tom Chrzanowski

(Left) *Retired Lansing teacher Nina Palmer works at the Loaves and Fishes, a facility to help people in need.* (Center) *MEA logo for local affiliates' use.* (Right) *Farmington teacher Gina Van Horn and FEA President Tom Chrzanowski load boxes for distribution.*

Spurred by the efforts of its Farmington affiliate, the Michigan Education Association launched a statewide project this spring to help ease a devastating problem.

MEA urged its local Associations to join with other organizations in a "Food for the Hungry" drive that distributed truckloads of food—close to a million pounds in all—between February 14 and April 1 to families in need around the state.

The Farmington Education Association triggered the effort, encouraging members to authorize voluntary payroll deductions to help provide food and clothing for the needy.

MEA, through its newspaper, sent out a call to its other locals to begin similar projects. To help get them started, MEA also published and distributed a detailed "how-to" booklet suggesting methods for collecting, storing, and distributing canned and boxed food, for encouraging other groups to join in, and for gaining publicity.

To further motivate locals, MEA featured in its newspaper a retired member in Lansing who volunteers at a community facility that provides food for the unemployed.

"We designated the seven-week period for our statewide organizational effort," says Keith Geiger, MEA president. "But as long as the economic crisis continues, we'll encourage our local affiliates to keep up these community action efforts."

MIDWEST

The Illinois Education Association and its local affiliates are launching one of their most massive campaigns ever, in hopes of enacting a tax plan to avoid devastating cutbacks projected for the state's public schools.

IEA-NEA is urging the legislature to approve Governor James Thompson's proposal for increasing state revenues by raising individual and corporate income taxes.

"We can't stress too much that public education as we know it in Illinois today faces grave consequences if new finances aren't created," says IEA-NEA President Reg Weaver. "But we're determined not to allow our high-quality schools to crumble."

SOUTHEAST

The Mississippi Association of Educators leads NEA's state affiliates in membership growth this year, with an increase of 12.5 percent. The jump reverses a six-year decline.

Mississippi law prohibits payroll deduction—the easiest way to collect dues. But last year MAE instituted a bank draft system allowing it to debit members' accounts—and memberships began rolling in.

"Another reason educators are joining the Association is a renewed determination to improve the quality of education in the state and to better our own working conditions," explains MAE President Mary E. Gates. "We are politically active *and* united."

WEST

With a scholarship fund in the name of 10-month-old Jess Bellon, who died last year, the Utah Education Association commemorates "an act of love" on the part of his parents, Leann and Laird Bellon of Alpine, Utah.

When a train/car crash left Jess brain dead, his parents remembered the plight of Jamie Fiske, a little girl in Massachusetts. Television news had just brought this youngster's desperate need for a liver transplant to the nation's attention.

The Bellons asked if Jess's liver could save Jamie. Finding that it could, they made their decision to give Jamie the gift of life. As most Americans probably know, the transplant succeeded.

But for Utah teachers the story continued. UEA member Craig Johnson learned from the press that Jamie's mother, Marilyn Fiske, a former teacher and Association member in Massachusetts, had cashed in her retirement. He wondered if Utah teachers couldn't replace the money.

But in effect, Marilyn Fiske's own local—the Stoughton Teachers Association—and other contributors already had. She suggested instead that UEA set up a scholarship in Jess's name. This has been done.

Says UEA president Hurley Hansen, "Contributing to the fund will be *our* act of love."

PACIFIC

As California faced up to a projected $1.5 billion state budget deficit this year, school finance and educational reform proposals often came in the same package.

The California Teachers Association (CTA/NEA) was first to offer a plan. In January CTA President Marilyn Russell Bittle unveiled a proposal to improve the quality and efficiency of California's public schools by raising teacher salaries, reducing class size, strengthening attendance policies, providing in-service scholarships, and consolidating school districts.

Many of these steps would not come cheap, Bittle admitted, and new taxes might be needed to finance them.

Following CTA's lead, several state officials introduced reform plans—but some had an unwelcome twist. State Superintendent of Public Instruction William Honig, for example, called for more money for schools—and less job security for teachers. Under his plan, a district could fire a teacher one day and rehire the same person at substitute's wages the next.

State Senator Gary Hart also proposed to increase funding for education but weaken teachers' rights.

CTA's response to such suggestions is firm. "We agree that academic excellence is essential," says Bittle. "Our own plan makes that clear. But we will not tolerate any erosion of hard-won due process guarantees—or any other undermining of teachers' rights."

Local Look

NORTH CAROLINA

"Don't Mix the Glass and Gas" was the theme for a Drinking/Driving Awareness Week observed this winter in Winston-Salem and Forsyth County.

The activity—a response to growing student, teacher, and community concern about the number of tragedies caused by drinking and driving—was the brainchild of the Forsyth Association of Classroom Teachers (FACT).

FACT formed a committee of interested teachers to help students organize a community-oriented education campaign that included publication of an eight-page supplement in the local newspaper, special programs for all secondary students, and evening forums in public libraries.

The effort was underwritten by the Stroh Brewery Company and other organizations.

NEW JERSEY

The New Jersey Education Association (NJEA) has won a nine-year battle against sex discrimination at Burlington County College, earning a $273,000 settlement and other benefits for 26 female faculty members passed over for promotion.

The settlement, won through a consent decree, permanently enjoins the college from discriminating against female employees. This is only the second time the U.S. Department of Justice has ever sued a higher education institution for widespread sex discrimination.

The suit charged the college with a variety of practices violating Title VII of the 1964 Civil Rights Act, including a "clear pattern" of denying faculty jobs to qualified female applicants.

"Without NJEA we could never have come this far," says Judy Nelson, one of the faculty plaintiffs. "We've broken open the opportunities for any other women who come into this institution. We're positive nothing would have happened if we had not initiated legal action."

ARIZONA

Glendale elementary teachers returned to school last fall to find themselves subject to new evaluation procedures designed to rid the district of "dead wood."

The new procedures appeared poorly written, confusing, and patently unfair. For one thing, says Glendale Education Association President Bev Fraser, they might have allowed comments by parents, students, and other teachers to become part of a teacher's evaluation.

"It seemed that everybody would be checking on teachers," Fraser adds. "The policy had no redeeming value as a means of improving instruction."

GEA decided to act. It compared the new policy with NEA guidelines on teacher evaluation. When teachers saw how the procedures violated due process, 90 percent of them signed protest petitions.

The administrators got the message. By the time they finished rewriting the policy—a process GEA members monitored closely—the procedures met NEA criteria for protecting teachers' rights.

Comments Fraser, "This proves again that Association unity serves the interests of all our members."

Lou Dematteis

Billboard ads are helping the San Francisco Classroom Teachers Association (SFCTA) build public support for teachers and schools. Meanwhile SFCTA's bargaining team is hammering out demands for an '83-84 contract. Team members are, from lower left, Dorothy Flowers, Kathy Thibadeau, Ron Atkinson, Mickey Miller, SFCTA President Judy Dellamonica, Chairman Frank Meredith, Exec. Director Bill McMurray, Lola Roshetko, Marilyn Stepney, and Mitch Benjamin.

"San Franciscans are proud of their public schools," say leaders of the San Francisco Classroom Teachers Association, "and we want them to stay proud."

SFCTA, an NEA/California Teachers Association affiliate, won bargaining rights for the city's teachers in 1981, replacing an AFT local.

During AFT's four-year tenure, relations with the school board and administration were marred by endless name-calling and confrontation. Teacher morale declined, and the quality of education suffered.

SFCTA has fought vigorously for the city's teachers—but it has also worked cooperatively with management on matters of educational concern.

The result has been progress for teachers and students alike. Teachers are feeling better about their jobs—and student test scores jumped dramatically this year.

The higher scores are especially noteworthy given the shifting makeup of the city's student population.

Blacks and whites together constitute only 40 percent of the student population. Another 40 percent are recently arrived from Asia or Latin America; they have little in common but an unfamiliarity with the U.S. and its schools.

A desegregation order issued last December requires that no more than 45 percent of any school's student body come from any one racial or ethnic group, and that every school enroll students from at least four different groups. Exceptions are four mainly Black schools which will have new staffs and special programs.

Reactions to the plan typify the differences between the city's two teacher organizations. AFT attacked the plan and said it *might* lead to violations of teachers' transfer rights; SFCTA applauded the plan and took steps to protect those rights.

SFCTA's reasonable attitude has won teachers the understanding and respect of the school board and administration—and of the media and the public as well.

Tangible results have shown up in teachers' paychecks. SFCTA negotiated raises totalling 15.5 percent the past two years. During the previous *four* years, AFT had garnered only 16.9 percent in pay hikes.

SFCTA faces—and welcomes—an election challenge from AFT in early May.

"A bargaining agent must be accountable for its performance," says SFCTA President Judy Dellamonica, "and our record is good. We're hoping for a real landslide—and a mandate—this time."

INDIANA

The Perry Education Association (PEA) won a significant U.S. Supreme Court victory this winter that has implications for NEA affiliates nationwide.

The Court held that a contract provision granting the exclusive bargaining agent access to the schools' internal mail system while denying such access to a rival union does not violate First Amendment rights. The decision reversed a circuit court ruling.

The case originated in 1979 when the Perry Local Educators' Association—an independent group—challenged the PEA contract provision.

NEA and the Indiana State Teachers Association supported PEA in the suit.

TENNESSEE

The Bedford County Education Association (BCEA) and many other people in Shelbyville recently gave one of their teacher families a generous taste of southern hospitality.

Elementary teacher and BCEA member Sondra Wildish, a Michigan native, was the victim of a fire. Her home and all its contents were destroyed—but within two days, the Wildish family was settled in another dwelling.

Local folk had come to the rescue. School personnel—teachers, cafeteria and custodial staffs, bus drivers, and administrators—and the community, including ministers, an attorney, and officials from a local bank, donated furniture, clothes, food, and a temporary home.

In addition, BCEA passed the hat among its members and raised over $600 for the Wildish family.

NEW MEXICO

NEA-Alamogordo has figured out what to do about school boards that don't know listening to teachers is part of their job. First, define what a good school board member is; then recruit candidates who meet those criteria; finally, get them elected.

That's what NEA-Alamogordo did, beginning a year ago, when the board failed to consult with teachers about RIF procedures.

"We decided to fill the two vacant board seats with candidates who would really listen to us," says Edie Huebert, who later chaired the Association's campaign committee.

The local raised $2,000 and involved its members in what turned out to be a very sophisticated political operation, with media advice provided by Uni-Serv staff and NEA-New Mexico.

The result, reports publicity chair Judy Bardwell, was victory for the two endorsed candidates—plus "immeasurable improvement in Association morale."

Meet:

Claudia Brunke

Harnage Film Center

Tough Bargainer, Cool Aide

From working one-on-one with children in a federally funded reading program to organizing an informational rally on bargaining rights for support personnel, Florida teacher aide Claudia Brunke is a "super woman," according to her colleagues in St. Augustine, Fla.

She spearheaded organization of the St. Johns (County) School Support Association, the FTP/NEA affiliate that bargains for the county's 430 school bus drivers, secretaries, custodians, cafeteria employees, paraprofessionals, and other school workers.

Brunke works at Mill Creek Elementary, a 350-student rural school outside St. Augustine. She was interviewed there by NEA contributing writer Vicky Lytle.

What are your responsibilities as a teacher aide?
You could say we do everything from teaching to refereeing in the course of a day. I'm an instructional aide, working directly with the children in grades 1-3 assigned to our "Chapter 1" program for special help with their reading.

How do you help them?
The resource room teacher gives initial instruction to the entire group, and then they divide into smaller groups. The teacher and I then "float," visiting the students at their work stations and carrying through on the initial instruction.

What about the other teacher aides?
They do different things. We have several aide classifications. For example, general aides spend time in the classroom, doing whatever the teacher wants them to do. They might just check papers or do that type of task, rather than work with children. But in my case, as a Chapter 1 instructional aide, I work with the children in these six special classes a day. All aides do clerical-type duties, take playground and lunchroom duty . . . things like that.

How do you coordinate your work with the teacher?
Again, I'm in a unique situation. Since we've been working together for four years, we've developed a close relationship. If I come up with a suggestion for working with the children, she's always willing to try it. But basically she does all the planning. I just implement what she plans, under her direction.

How did you get into this job?
I started out as a parent volunteer. Really, it's something I never have thought I have the patience for, but I found that I enjoyed it. And I'm really quite happy with what I do. I guess because I work so closely with the children, I get a taste of being a teacher without the total responsibility that a teacher has.

What prompted you to start the St. Johns School Support Association?
We had what we called a paraprofessional unit, with no thoughts of becoming an organized association. We were just dealing on our own as teacher aides and trying to initiate things like credit to encourage aides to further their education and become more capable in the classroom.

So in 1981 when the state Association contacted us about organizing *all* the school support people, we were the only group in the county that had any type of organization at that time. And the paraprofessionals were receptive to organizing with all the noninstructional people. They felt that while we had made some gains on our own, we had really seen the limit of our gains—that our only hope was in organizing and bringing others' concerns forward. They believed it would be to all our advantages to be under one single umbrella.

What was the reaction of the administration and the school board to the unionization of the support personnel?
Initially, it was very low key, and then as we got close to the bargaining election there was more open opposition. We won by only four votes.

No one expects the administration to encourage organization, because it puts a certain responsibility on them that wasn't there before.

What does it take to organize a "wall-to-wall" support staff local?
A lot of work. The biggest problem is the fear syndrome. People feel that their loyalty to the Association can be interpreted as disloyalty either to the administration or to the school system overall. If we can convince these people to get involved, they see that this is totally the wrong way to think of it, because many of the issues that are brought up at the bargaining table have to do with what's best for the school system and the children.

With your diverse membership, was it difficult to get consensus on the role of the Association?
Not as difficult as one might think. In the early organizing days some were afraid that it might be an aides' organization, since we had already organized. But I don't think it took long to straighten that out. They realized that it was not that at all.

Harnage Film Center

We were very careful in our constitution to cover the main job classifications—food service, custodial, bus drivers, aides, and maintenance. We have a director on our executive board representing each of these groups, in addition to the building reps.

How successful were you in bargaining your first contract?
It took nine months of tough bargaining, starting from scratch. When the process bogged down —not only for support personnel but for teachers as well—we signed petitions and encouraged members to call their school board representatives. We held a rally downtown with picket signs to encourage the board to take an active interest in what we had to say.

We got a 10 percent salary increase the first year, retroactive, and we spelled out how unused sick leave may be used. We got an insurance plan for employees, costing just $4 a month including dental, health and major medical, life insurance, and optical insurance. We specified that flexible hours may be approved by the supervisor or principal—and initiated a written layoff procedure that protects seniority within each school and department.

We feel we've got some good language in the contract, such as our grievance rights. We still have some loopholes, however, and we know those gaps aren't going to be filled tomorrow.

What are the loopholes you'll be trying to plug next time?
One is just cause for firing. Although we have hearing rights before the superintendent and board as well as 20 days' notification prior to the end of the year, the administration can let us go without just cause when the year ends. We recognize this language is not going to be simple to get, because some teacher units took years to get it.

Have you worked closely with the local teacher organization?
In our bargaining we've tried to coordinate certain items that could be coordinated. For example, this year we went into our negotiations together for a sick leave bank. The year before we worked together for insurance and terminal pay. I have a good working relationship with the leadership in the St. Johns Education Association, so that makes it nice.

You came very close to being elected to a seat on the St. Johns County school board last fall. What were the goals you felt you could achieve as a school board member?
My conviction was that we could do a better job, use our money more wisely and educate our children better. More than anything else I wanted to see accountability by the school system. Many systems look terrific on paper, but in reality don't function that way.

I feel that in order to be a school board member you must get out of the boardroom and into the classroom. You must talk to the parents, teachers, and support people and listen to their problems. You're not going to be able to solve them all, and you're only one member with one vote, but you cannot function from a standpoint of ignorance.

Some teacher-only NEA affiliates are reluctant about organizing or joining forces with school support staff, believing that there are vast differences between the two groups that can't be overcome. What suggestions do you have for encouraging teacher–support staff cooperation?
I think that both groups have to be realistic and recognize the things we have in common. Sometimes teachers feel there's a stigma attached to being support staff because we're not degreed personnel and perhaps, teachers feel, not professional.

I think we need to come to the realization that we're all in the business of education, whether we're pushing a broom or working as an administrator.

We have to understand that together we have double the political force and double the clout.

"Together we can," as the saying goes. We can form a united front and be successful.

IN THE CLASSROOM

BUSINESS COURTS THE SCHOOLS

Every time you pick up the newspaper, it seems, there's another example of corporations' growing involvement with America's schools and colleges. • *Washington, D.C.*—Standard Oil has granted $1.67 million to the American Association for the Advancement of Science to launch "Science Resources for Schools," a project to provide information and materials to improve the quality of classroom science. • *Fort Worth*—Tandy Corporation/Radio Shack is offering every school principal in the nation a free staff development package to help teachers learn to use computers for instruction. • *Tallahassee*—A bill now pending in the Florida legislature to raise secondary school achievement would authorize waiving state certification requirements to allow industry employees to become "adjunct" teachers in the public schools. • *Sacramento*—Apple Computer, Inc., anxious to donate a computer to every school in the country—and thwarted in its efforts to get Congress to pass a tax break for such largesse—is now lobbying for a similar law in California. • *San Francisco*—The "school foundation" movement is spreading eastward from California, with more and more communities setting up tax-exempt organizations through which to solicit private and corporate donations for public schools. • *Philadelphia*—A recent conference brought together academic and business leaders to consider the impact of the last decade's fourfold increase in private industry funding of research at American universities. Yale President A. Bartlett Giamatti called for guidelines to ensure that corporate research needs don't come to dominate academic priorities.

What exactly is going on here? Property tax rollbacks and budget caps, cuts in federal aid to education and scientific research, declining percentages of public school parents among taxpayers, the Reagan Administration's push for "private initiatives" to solve public problems, corporations' mounting expenditures for training young workers—all these and more have come together to break down the barriers between academia and the corporate world.

The new partnerships are moving well beyond the traditional activities of vocational education and "career days," into curriculum development, financial management, industry-based teachers, and many other areas. NEA members have a responsibility to encourage and monitor this movement carefully—and to raise thoughtful questions like the four we consider here.

Are Corporate Priorities And Ours Always the Same?

Minnesota prides itself on being a trendsetter in education, but recent proposals to expand the role of "high-tech" corporations in the classroom may spell danger, Minnesota Education Association (MEA/NEA) leaders fear.

Some 10,000 microcomputers—one for every 73 students—are already in schools around the state. Now corporate executives have persuaded Minnesota's pro-education governor, Rudy Perpich, that the way to improve the public schools is to escalate the relationship between schools and computer companies.

"We support the governor's efforts to upgrade schools, but we have concerns about certain aspects of his proposal," reports MEA Task Force on Academic Freedom Chair Ruth Lysne. At press time the legislature was considering Governor Perpich's plan to—

- Have the state department of education evaluate software submitted by businesses, prepare an approved list for schools throughout the state, and partially subsidize school district purchases.
- Have school districts—with financing from local banks—develop courseware, sell it to other districts, and share the profits with the banks.
- Have districts establish "model" math and science schools, with staff trained by local corporations.

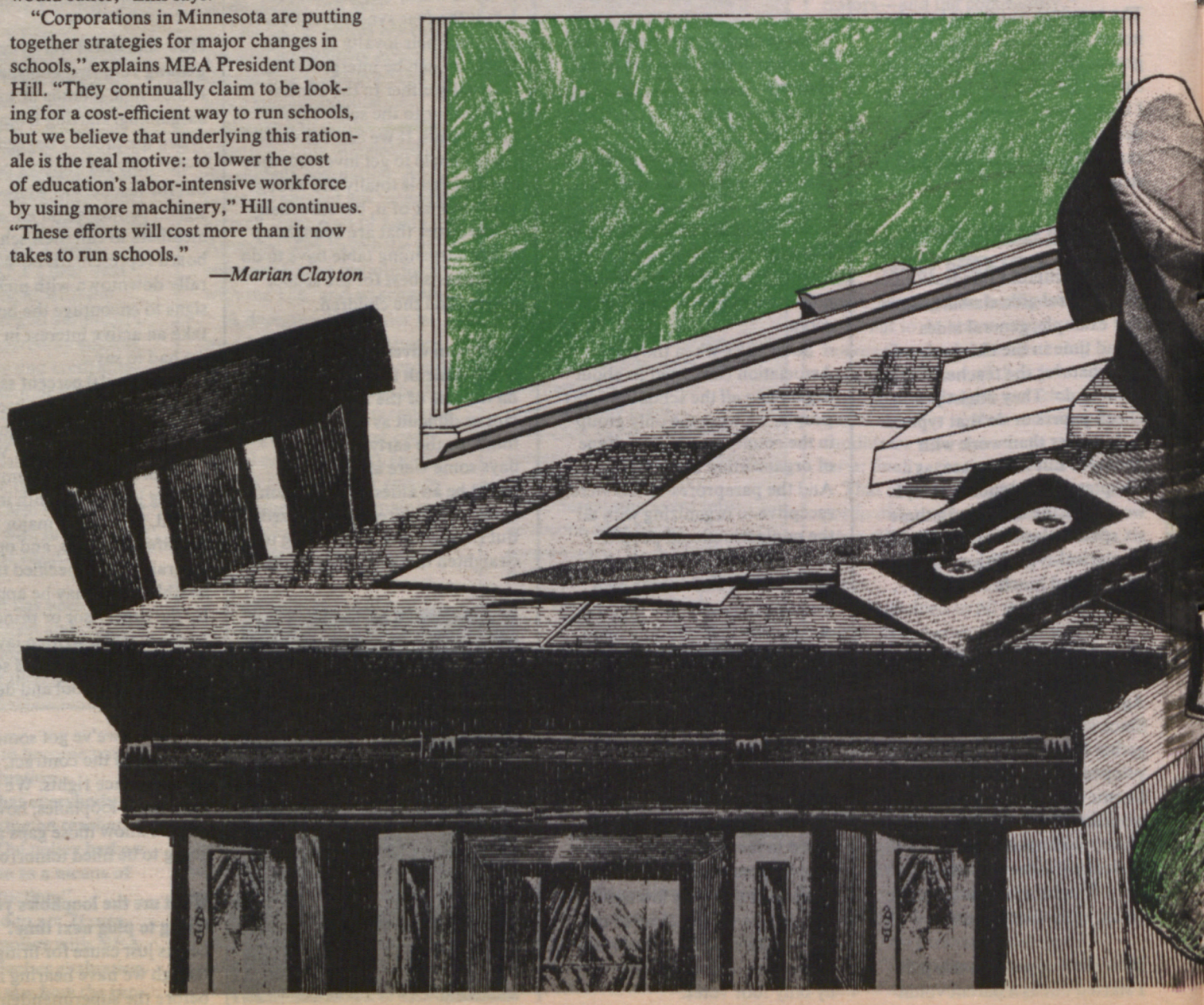
Lysne, who teaches English in Faribault, fears that school systems will move to a statewide business-controlled curriculum if the state department of education becomes too involved. "Besides, schools aren't profitmaking organizations," she adds. "Why should we be in the business of selling courseware?"

MEA Vice-President Marti Zins has a different concern. "The 'help' that volunteer corporate executives give to schools, simply put, provides us with teachers who have no credentials," she says. "And the staff training they'll give suggests the makings of a 'master teacher' program."

"Corporations see dollar signs," Zins adds. "They know that education is the key to better business, but they would departmentalize education according to what *they* believe is important. Math, science, and foreign language would be heavily financed, but other disciplines would suffer," Zins says.

"Corporations in Minnesota are putting together strategies for major changes in schools," explains MEA President Don Hill. "They continually claim to be looking for a cost-efficient way to run schools, but we believe that underlying this rationale is the real motive: to lower the cost of education's labor-intensive workforce by using more machinery," Hill continues. "These efforts will cost more than it now takes to run schools."

—Marian Clayton



IN THE CLASSROOM

Whose Knowledge Is It, Anyway?

Sharing. It's among the most honored and honorable of intellectual traditions—and among the most cherished ideals in the higher education community.

The reason is simple: since at least the time of Aristotle, scholars and researchers have recognized a marvelous quality about knowledge—it is uniquely sharable. You can make a gift of it—permanently, no strings attached—and yet it's still yours.

The university campus has traditionally been a setting for the *free* exchange of ideas. But that was before the new intimacy between industry and academia. And it was before—to take only one example—the Monsanto Corporation granted $23 million to Washington University of St. Louis to fund research on proteins. That contract includes an interesting caveat restricting publication of the project's findings. The research results belong to Monsanto. So much for sharing.

Do such arrangements—more and more common as industries fund specialized research centers on campuses—threaten the traditional mission of the academy? Well, perhaps—at least to the extent that *dissemination* of knowledge has been part of that mission.

But there's another threat posed by the business/university connection. While corporate funds flow to research that quickly translates into profits, basic research—from which profits develop more slowly and are generally lower—scrounges for pennies.

Microbiologist Haim Gunner, an Association member at the University of Massachusetts, gives a classic example.

"Ten years ago, I began seeking corporate funds to develop herbicides and pesticides that would do less violence to the ecosystem. I've talked to a score of business executives. No go. The reason? Chemical industries are great investments. And environmentally hazardous chemical products bring big profits. The ecologically safe products I wanted to develop—biological control agents—weren't likely to send any stock prices soaring."

Gunner recalls a major corporate exec asking him if the fruits of his research could yield a $100 million annual profit.

"I said I couldn't guarantee that. The conversation ended."

Gunner finally turned to the U Mass Economic Development Center and got the backing to set up his own company outside the university. This arrangement—perhaps a model for the future—ensures that basic research is not compromised by corporate interests. The problem, of course, is that not many universities have the funds to subsidize such arrangements.

Sen. Lloyd Bentsen (D-Tex.) suggests one obvious solution: "The U.S. government must restore funds for basic research. We've saving dollars now, but it will cost us in the future."

—Carl Luty

Joe Di Dio

Corporate 'freebies' can be put to good use, says Medford, N.J., English teacher Lynn Galbraith—but should be carefully scrutinized.

How Can We Tell Aids from Ads?

"We don't even have to ask for them," says Lynn Galbraith of Medford, New Jersey. Galbraith, who teaches English at Lenape Regional High School, has developed several ways to cope with the flood of unsolicited corporate materials that show up in her mailbox.

State regulation of school materials distributed by businesses is almost unheard-of, and even local regulation is rare, Galbraith says. "The school is like a sieve—these materials are going to get in, especially since money to buy materials is so scarce. And business produces and distributes them for a reason: to promote their own interests."

"Propaganda can be hard to recognize," Galbraith admits. The materials may simply mention the name of the company in a positive context (for example, Mobil Oil's *Life on Earth* teaching guides), repeat the names and pictures of products (Procter & Gamble does this in their packet on the advertising industry), or omit necessary information (as many industry materials do in leaving out facts about industrial pollution).

Does this mean teachers shouldn't use materials prepared by corporations? Of course not. But Galbraith suggests three steps for using them wisely:

1. *Select carefully.* Ask, does this really belong in my course? How slanted is it? Can I *use* that slant—maybe to teach critical thinking or to present one of several viewpoints?

2. *Analyze the message.* See if the materials stress one set of facts and downplay another—by omission, diversion, or simply confusing the issue.

3. *Provide balance.* Research to balance the viewpoint in industry materials and fill in the gaps can take a lot of time—but secondary students can do it themselves. And although public interest groups usually don't have the money to develop and distribute curriculum materials, they often have members in the community who can tell students the other side of the story.

"Whatever you do, don't hide from slanted materials," urges Galbraith. "Alert your students to the techniques they contain. Nobody's going to shield them from corporate PR after they graduate, so they need to be prepared."

For further reading, she strongly recommends *Hucksters in the Classroom* by Sheila Harty. Published in 1979, this 190-page book sells for $10 (Center for the Study of Responsive Law, P.O. Box 19367, Washington, DC 20036).

—Jane Power

Are We 'Orphans'—or *Partners?*

Working with the Builders Association of Greater Indianapolis, vocational students at the Tech High School Career Center are building single-family homes.

Across town, language arts students are at work on a year-long TV production project at American Cablevision studios.

All over Indianapolis, the four-year old "Partnerships in Education" program is bringing corporate America into the schools—and exposing students to the world of business.

It all began in 1977, when the city's public schools—plagued by declining tax revenues, lagging public confidence, and strident desegregation battles—turned to the business community for help. Hoping to improve the skills of the future labor force and to boost the city's attractiveness to industry, the Indianapolis chamber of commerce signaled a willingness to assist.

After a year and a half of research into school-business collaborations elsewhere, the program got off the ground. Its emphasis is "partnerships," renewable yearly, between individual schools and companies. The companies furnish school volunteers, sponsor special projects, donate equipment and materials—whatever the partners mutually decide is needed.

Funding is provided by the Corporate Community Council, the Lilly Endowment, the Indianapolis Foundation—and the school district itself.

Obviously, such cooperative ventures can be abused. Teachers and the local Association need to monitor them carefully, Indianapolis Education Association President Pat Browne warns.

"We make every effort to guarantee that the teacher retains control of what goes on in his or her classroom," she says. "All materials that go into the schools must be reviewed in advance. Businesses must not be viewed as 'Big Daddies' who bankroll equipment and materials with no questions asked."

But Browne and her colleagues are enthusiastic about the Partnerships program. "I enjoy bringing businesspeople into the classroom, even if it's just to show them that teachers are doing a good job—and expose them to some of the problems we experience on a daily basis," explains Thomas J. Feeney, an English and social studies teacher at Forest Manor Junior High.

What's more, when it comes time to lobby the legislature for more state aid to education, teachers can look to their corporate sponsors for support.

"We educators are too prone to lock ourselves in our ivory towers," Pat Browne contends. "We're trying to change the image of the teacher and show businesspeople that we're not just concerned with going on strike."

Indianapolis teachers eschew the widely used term "Adopt-A-School," arguing that this name implies that schools are orphans in need of adoption.

"The focus of our efforts is not on 'saving the schools,' " Browne maintains. "We're concentrating on building a community."

—Vicky Lytle

Joe Di Dio

Bringing business leaders into the classroom can break down preconceptions and foster communication, Indianapolis EA President Pat Browne has found.

IN THE CLASSROOM

CPR

HAS IT GOTTEN TO YOUR SCHOOL YET?

A few hours of students' time are an investment in everybody's future.

As recently as a decade ago, no one would have expected ordinary adults, much less schoolchildren, to be adept at starting up human hearts that had stopped beating. But in 1973, the National Academy of Sciences recommended that training in cardiopulmonary resuscitation (CPR), an emergency medical technique, be made available to the general public.

With CPR, bystanders using no equipment but their own hands and lungs can stimulate the heartbeat and breathing of an unconscious person who shows no pulse. Pressure on the heart forces enough blood into the brain to keep it alive until the victim resumes normal breathing and heartbeat or is transferred to a mechanical resuscitator.

By 1974, the American Red Cross and the American Heart Association had developed training procedures, and CPR was on its way to becoming a mass medium for saving lives.

CPR has quickly become a mainstay of the secondary school curriculum in many districts. A recent survey conducted by the nonprofit Advanced Coronary Treatment (ACT) Foundation reveals just how far CPR has come. By spring 1981, 55 percent of the nation's secondary schools were offering some type of CPR training to their students, and another 13 percent planned to offer it in the near future.

The adoption of CPR occurred in a period of tight education budgets, in institutions—public schools—whose resistance to innovation is supposed to be legendary. Why have schools embraced a purely medical technique?

That's not hard to figure out. CPR saves lives, by the thousands. The estimate is that if every heart attack victim received immediate CPR from a bystander and was then transferred into a sophisticated emergency transport/emergency treatment service, one in four—perhaps 100,000 to 200,000 people a year—would survive who otherwise would have died.

Knowledge that such deaths are unnecessary has brought CPR into schools—sometimes because of a personal tragedy close at hand.

Association member Margaret Overturf recalls how, in 1978, she was the first teacher to introduce CPR into her junior high school health class in the Snohomish district in western Washington State. Overturf had just lost her husband to a massive and totally unexpected heart attack. She said then, "Had I known what his symptoms meant and how to treat them, he might have survived."

Other times the perception of unnecessary tragedy is institutional. CPR programs exist in the schools of Spartanburg County, S.C., and throughout Nebraska because of campaigns by public health officials to reduce prehospital death rates from heart attack.

Most decisions to teach CPR are made at the school district level. According to the ACT study, only five states (Ohio, Oklahoma, Oregon, Washington, West Virginia) and the District of Columbia require schools to offer CPR. An additional 13 states recommend it.

Once the decision to teach CPR is made, the school or district must bring together at one time and place students, instructors—and manikins. The manikins are essential because CPR students can't practice on other (breathing) people—it's too dangerous.

In the 55 percent of secondary schools that already offer CPR, the ACT survey picked up certain patterns.

- Nearly 90 percent of the schools teach CPR as part of the curriculum—most often in health classes—rather than as an extracurricular activity.
- Half the schools offer certification by the American Red Cross or the American Heart Association to students who complete their CPR program.
- Of the schools that teach CPR, two-thirds consider it required, often because they have placed it in a required course or required it of all students in one grade.
- About two-thirds of the schools rely entirely on their own teaching staff for CPR instructors. It takes only two days' worth of training to become certified by the Red Cross or the Heart Association as a CPR instructor. But many schools use off-duty firefighters or ambulance attendants when they first begin CPR programs.
- About half the schools own rather than borrow at least some of the manikins they use. Manikins begin at about $300—and can top $1,000 if they have sophisicated measurement devices.

With so many students being trained (about 350,000 a year by the Red Cross alone, mostly in school) the reports are beginning to come in of "saves"—people who owe their lives to kids trained in CPR at school. There'll probably never be a national list, but the ACT survey found that one-third of the schools that taught CPR reported at least one case in which a student had applied CPR techniques in a real emergency.

Many save members of their own families—a child who is drowning, for example—while others have helped strangers who suffer heart attacks.

In many of the rescues, students use a technique that's always taught along with CPR—first aid for choking. That's the combination of back slaps and thrusts to the victim's abdomen by the rescuer's fists. The purpose is to dislodge food or anything else that may be clogging the airways and interfering with breathing.

It's a good bet that CPR will eventually become part of nearly every high school graduate's repertoire. Already more than 80 percent of the schools that teach CPR include the cost of it in their budgets. That's evidence of strong public support.

Every year some 2.5 million young people graduate from the nation's high schools. These kids get around, and if every one of them were trained in CPR, they might just be around at the right time. The public seems to be aware of the possibility.

—Nancy R. Needham

When Everybody Knows CPR . . .

. . . lives are saved almost before anyone realizes there's danger of their being lost. A case in point is the life of Association member Betsy Vanderford, English teacher at Pacolet Junior High School in Spartanburg County, S.C.

Three years ago, Vanderford and some of the cheerleaders she advised were enjoying a pizza lunch after a parade. Suddenly she ran from the table, choking. Fortunately, one of the cheerleaders, (then) ninth grader Kim Sanders, had had CPR instruction and therefore knew both the symptoms of choking and the anti-choking procedures. Following Vanderford from the table, Kim applied the technique immediately.

Mike Askew

Student and teacher, rescuer and victim: Kim Sanders and Betsy Vanderford, 1979.

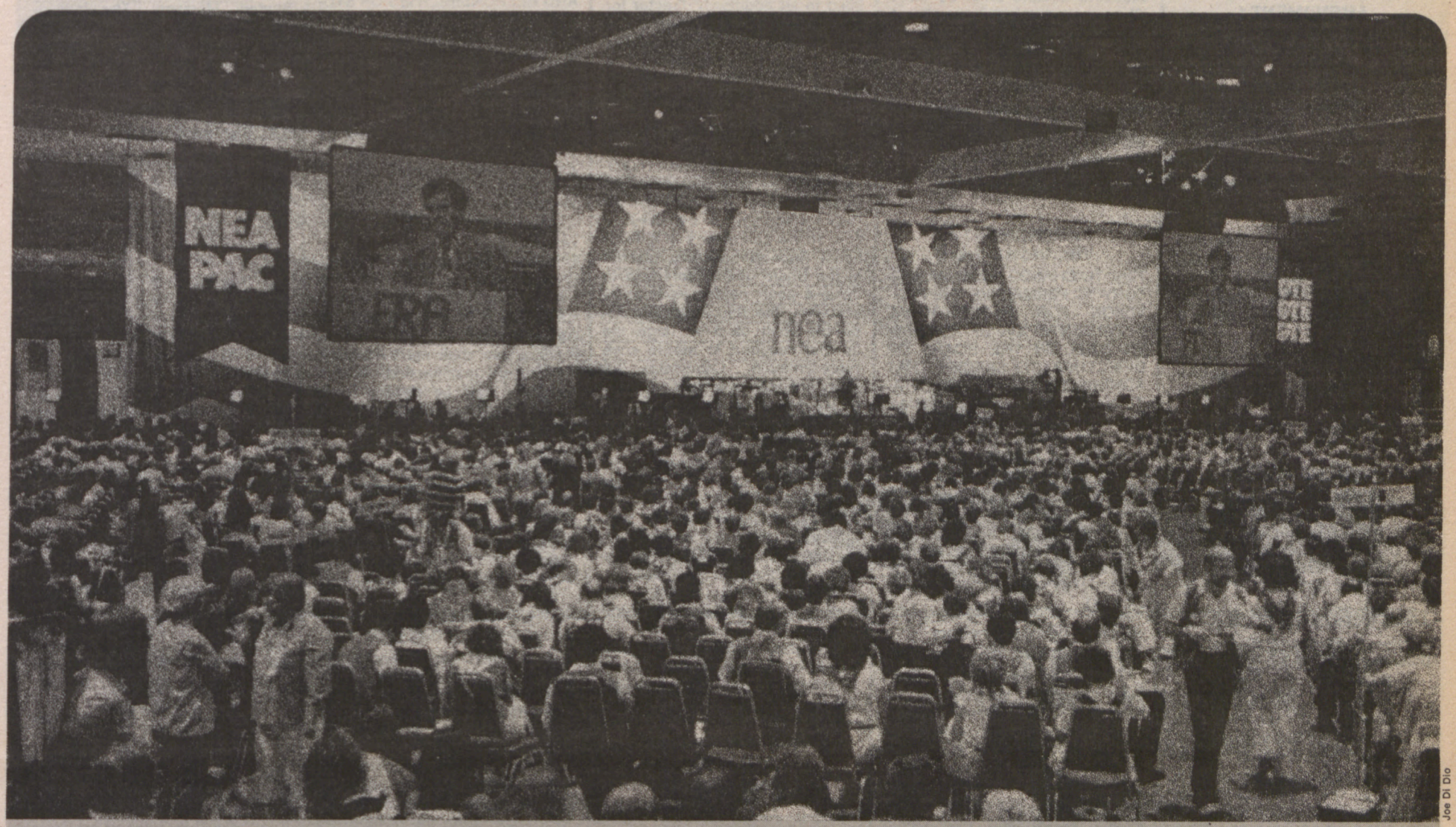
Even today a still-surprised Vanderford recalls, "Kim saved my life before I even knew it was threatened."

Resources

Your local chapter of the American Red Cross or the American Heart Association can help you set up a CPR training program in your school.

The ACT Foundation, P.O. Box 911, Basking Ridge, NJ 07920 has copies of *The CPR Bluebook: A Program Management Guide* for sale at a special school price of $9.95. For a stamped, self-addressed envelope, the Foundation will also provide a free reprint of their survey report "Resuscitation: The Fourth 'R' Takes Root in American Schools" (*Journal of Emergency Medical Services,* January 1983).

Your NEA



Joe Di Dio

Proposed Amendments To the NEA Constitution, Bylaws, and Standing Rules For Vote by the 1983 NEA Representative Assembly

NEA COMMITTEE ON CONSTITUTION, BYLAWS, AND RULES

CONSTANCE N. BEACHEM
Arizona, *Chairperson*

ELLEN LOGUE
California

HORACE M. MAYO
Minnesota

LARRY L. RUTH
New York

DILLON L. STONE
New Mexico

This issue of *Proposed Amendments to the NEA Constitution, Bylaws, and Standing Rules* contains the amendments submitted in accordance with Article IX of the Constitution and Standing Rule 9 no later than 120 days preceding the Annual Meeting.

Further information may be obtained from the NEA Executive Office, 1201 Sixteenth Street, N. W., Washington, D.C. 20036 (telephone 202-822-7000).

Text begins on page 14.

Joe Di Dio

(Deletions are in brackets; additions are underscored.)

Proposed Amendments to the NEA CONSTITUTION

AMENDMENT 1
(Requires a 2/3 vote)

Title: TO PROVIDE THAT THE REPRESENTATIVE ASSEMBLY SHALL MEET EVERY OTHER YEAR INSTEAD OF ANNUALLY FOLLOWING THE ANNUAL MEETING OF 1984.

Article III. Representative Assembly

Section 5. Meetings.

The Representative Assembly shall meet [at least annually] every other year following the Annual Meeting of 1984. This stipulation shall apply except in cases of emergency.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: William Ortman, Illinois

AMENDMENT 2
(Requires a 2/3 vote)

Title: TO INCREASE FROM TWO (2) TO THREE (3) THE NUMBER OF TERMS AN EXECUTIVE OFFICER MAY SERVE IN THE OFFICE TO WHICH ELECTED.

Article IV. Executive Officers

Section 3. Elections, Terms, and Salaries.

a. No change
b. No change
c. The terms of the President, of the Vice-President, and of the Secretary-Treasurer shall be two (2) years beginning September 1 following their election. Each executive officer shall remain in office through August 31 of the year in which a successor is elected, unless otherwise provided in this Constitution. An executive officer shall serve no more than [two (2)] three (3) terms in the office to which elected.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Phil Rumore, New York

AMENDMENT 3
(Requires a 2/3 vote)

Title: TO MODIFY THE LIMIT ON THE NUMBER OF TERMS THAT AN EXECUTIVE OFFICER, A STATE DIRECTOR, OR AN EXECUTIVE COMMITTEE MEMBER MAY SERVE FROM TWO (2) TERMS TO TWO (2) SUCCESSIVE TERMS.

Article IV. Executive Officers

Section 3. Elections, Terms, and Salaries.

a. No change
b. No change
c. The terms of the President, of the Vice-President, and of the Secretary-Treasurer shall be two (2) years beginning September 1 following their election. Each executive officer shall remain in office through August 31 of the year in which a successor is elected, unless otherwise provided in this Constitution. An executive officer shall serve no more than two (2) terms in succession in the office to which elected.

Article V. Board of Directors

Section 2. Terms of Office.

NEA state directors shall serve no more than two (2) terms in succession.

Article VI. Executive Committee

Section 2. Qualifications and Term of Office.

a. Terms of the Executive Committee members other than the executive officers shall be three (3) years beginning September 1 following the election. Such members of the Executive Committee shall not serve more than two (2) terms in succession.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Lori Sears, Alaska

AMENDMENT 4
(Requires a 2/3 vote)

Title: TO CHANGE FROM MANDATORY TO PERMISSIVE THE PROVISION FOR PROPORTIONAL REPRESENTATION OF ADMINISTRATORS ON THE BOARD OF DIRECTORS; TO SPECIFY THAT ADMINISTRATOR REPRESENTATION ON THE BOARD SHALL NOT EXCEED THE PROPORTION OF ADMINISTRATOR MEMBERSHIP IN THE ASSOCIATION; AND TO REMOVE FROM THE GOVERNING DOCUMENTS THE PROVISION AUTHORIZING THE ELECTION BY THE REPRESENTATIVE ASSEMBLY OF AT-LARGE REPRESENTATIVES OF ADMINISTRATORS ON THE BOARD.

Article V. Board of Directors

Section 1. Composition.

The Board shall consist of at least one (1) director from (a) each association affiliated with the Association as a state affiliate and (b) the Student NEA so long as it is affiliated with the Association. Each state unit shall be entitled to an additional director for each 20,000 Active and Educational Support members of the Association. The Student NEA shall be entitled to an additional director for each 20,000 Student members of the Association. The executive officers and other members of the Executive Committee shall be members of the Board of Directors ex officio.

Subsections a through c: No change

d. Administrators [shall] may be represented on the Board in proportion to, but not greater than, their membership in the Association. [If the percentage of administrators elected to the Board of Directors fails to achieve proportional representation, the Representative Assembly shall elect at large the number required to assure such representation. Candidates for these positions shall be nominated by the delegates at the Representative Assembly who are administrators.]

Subsections e and f: No change

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Mike Michunovich, Montana

AMENDMENT 5
(Requires a 2/3 vote)

Title: TO PROVIDE FOR PROPORTIONAL REPRESENTATION FOR EDUCATIONAL SUPPORT MEMBERS ON THE NEA BOARD OF DIRECTORS THROUGH ELECTION AT THE REPRESENTATIVE ASSEMBLY FOR AT-LARGE POSITIONS AS NECESSARY.

Article V. Board of Directors

Section 1. Composition.

The Board shall consist of at least one (1) director from (a) each association affiliated with the Association as a state affiliate and (b) the Student NEA so long as it is affiliated with the Association. Each state unit shall be entitled to an additional director for each 20,000 Active and Educational Support members of the Association. The Student NEA shall be entitled to an additional director for each 20,000 Student members of the Association. The executive officers and other members of the Executive Committee shall be members of the Board of Directors ex officio.

Subsections a through f: No change

g. Educational Support members shall be represented on the Board at least in proportion to their membership in the Association. If the percentage of Educational Support members elected to the Board of Directors fails to achieve such proportional representation, the Representative Assembly shall elect at large the number required to assure such representation. Candidates for these positions shall be nominated by the delegates at the Representative Assembly who are Educational Support members.

Submitted in accordance with the Constitution, Article IX, Section 1.a. (by petition of at least 100 Active and/or Educational Support members from two or more states) and Section 1.b. (by petition of at least 50 delegates)

Contact Persons: Nancy Marrone, Maine, and Edithe Fulton,* New Jersey*

*Contact persons for amendments of similar intent combined in accordance with Standing Rule 9.A.

Proposed Amendments to the NEA BYLAWS

AMENDMENT 6
(Requires a majority vote)

Title: TO DENY ACTIVE MEMBERSHIP OR EDUCATIONAL SUPPORT MEMBERSHIP TO ANY PERSON SERVING IN AN ADMINISTRATIVE CAPACITY.

Bylaw 2. Membership

2-1. Classes.

a. No change

b. Active membership shall be open to any person (i) who is engaged in or who is on a limited leave of absence from professional educational work except that any person employed in an administrative capacity or on leave of absence from such position shall not be eligible for Active membership or (ii) who is serving as an executive officer of the Association or of a state or local affiliate. Active members shall hold or shall be eligible to hold. . .

c. No change

d. Educational Support membership shall be open to any employee of a school district, college or university, or other institution devoted primarily to educational work who is not eligible for Active membership, including a person (i) who is on a limited leave of absence from such employment except that any person employed in an administrative capacity or on leave of absence from such position shall not be eligible for Educational Support membership or (ii) who is serving as an executive officer of the Association or of a state or local affiliate. Educational Support membership is limited to persons. . . .

Subsections e through i: No change

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Theodore Thomas, Ohio

AMENDMENT 6A
(Requires a majority vote)

Title: TO REDEFINE THE RIGHTS AND RESPONSIBILITIES OF STUDENT MEMBERS; AND TO PROVIDE FOR AN ADVISORY COMMITTEE OF STUDENT MEMBERS.

2. Membership

2-1. Classes.

e. Student membership shall be open to any student enrolled in or preparing for a program of study in an accredited institution of higher learning that qualifies the student for a career in education or serving as [an executive officer of Student NEA or any of its affiliates] chairperson of the NEA Advisory Committee of Student Members, except that any person who has ever been eligible for Active membership shall not be eligible for Student membership. Student members shall be eligible to be voting delegates at the Representative Assembly.

2-7. Membership Dues.

i. Annual dues of Student members shall be [payable to Student NEA in amounts as from time to time shall be] established by the [Student NEA] Representative Assembly in the program budget.

3. Representative Assembly

3-1. Allocation of Delegates.

a. Allocation of delegate credentials to state and local affiliates shall be on the basis of Active and Educational Support membership in the Association as of January 15 of the calendar year in which the Representative Assembly convenes. [Allocation of delegate credentials to Student NEA shall be on the basis of active membership in the Student NEA as of May 1 of the calendar year in which the Representative Assembly convenes.]

Representation from state and local affiliates. . .

[d. Article III of the Constitution shall provide for the allocation of delegate credentials to the Student NEA.]

d. Allocation of delegate credentials for Student members of the Association within each state shall be made to state affiliates based on the ratio of 1:250 for the first 250 Student members of the Association and an additional delegate for each 500 Student members thereafter. The allocation shall be on the basis of Student membership in the Association as of January 15 of the calendar year in which the Representative Assembly convenes.

3-13. Committee Appointment, Qualifications, and Vacancies.

a. Appointments shall be made on the basis of individual expertise and ability to make substantial contribution in the specific area of concern. Candidates for committees shall be recommended by state and local affiliates and by ethnic-minority special interest groups. The [Student NEA] chairperson of the NEA Advisory Committee of Student Members shall recommend student candidates for committees. Appointments to all committees shall be as provided by these Bylaws.

5. Board of Directors

5-1. Election.

a. . . . . Student [NEA] directors shall be elected [(i)] by duly elected student delegates to the [Student] NEA Representative Assembly [or (ii) by an all-member secret ballot of Student NEA members].

5-3. Vacancies.

. . . . Student [NEA] director vacancies shall be filled by the [Student NEA executive committee] NEA Advisory Committee of Student Members. The individual(s) appointed shall serve until the first opportunity that a successor director may be elected in accordance with the regular election procedure.

5-6. Alternate Directors.

a. A state or the student delegates to the NEA Representative Assembly may elect an alternate director to serve in the place of a director who is unable to attend a meeting of the Board of Directors. . . .

d. Prior to the opening of a Board meeting, the president of the state affiliate or the chairperson of the NEA Advisory Committee of Student Members may request that the alternate director be seated by the Board of Directors if the director is to be absent from that meeting. . . .

8. Affiliates and Special Interest Groups

[8-4. Student NEA.

[The Student NEA shall be comprised solely of the Student members of the Association.]

[8-12. Standards for Student NEA.

[a. The Student NEA shall be a self-governing organization with governance documents compatible with those of the Association;

[b. The Student NEA may assess its own dues;

[c. The Student NEA shall not duplicate Association services;

[d. The Student NEA shall apply the one-person–one-vote principle for representation on its governing bodies except that the affiliate shall take such steps as are legally permissible to achieve ethnic-minority representation at least proportionate to its ethnic-minority membership;

[e. The Student NEA shall conduct elections with open nominations and a secret ballot;

[f. The Student NEA shall require membership in its state and local affiliates where eligible;

[g. The Student NEA shall be reviewed by the Association to determine compliance with minimum standards for affiliation at least once every five (5) years;

[h. The Student NEA shall have the same membership year as that of the Association; and

[i. The Student NEA shall guarantee that no member of said affiliate may be censured, suspended, or expelled, and that none of its affiliates may be censured, suspended, or disaffiliated, without a due process hearing, which shall include an appropriate appellate procedure.]

Submitted in accordance with the Constitution, Article IX, Section 1.d. (by majority vote of the Board of Directors)

Contact Person: Bernie Freitag, Pennsylvania

AMENDMENT 6B
(Requires a majority vote)

Title: TO ESTABLISH NEA-RETIRED (NEA-R) AS AN AFFILIATE OF THE ASSOCIATION; AND TO REDEFINE THE RETIRED MEMBERSHIP CLASS AND THE RIGHTS AND RESPONSIBILITIES OF RETIRED MEMBERS.

continued on page 19

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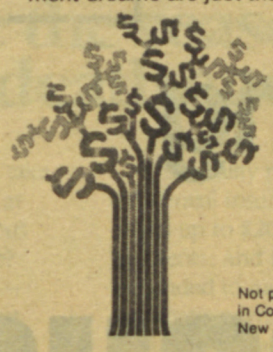

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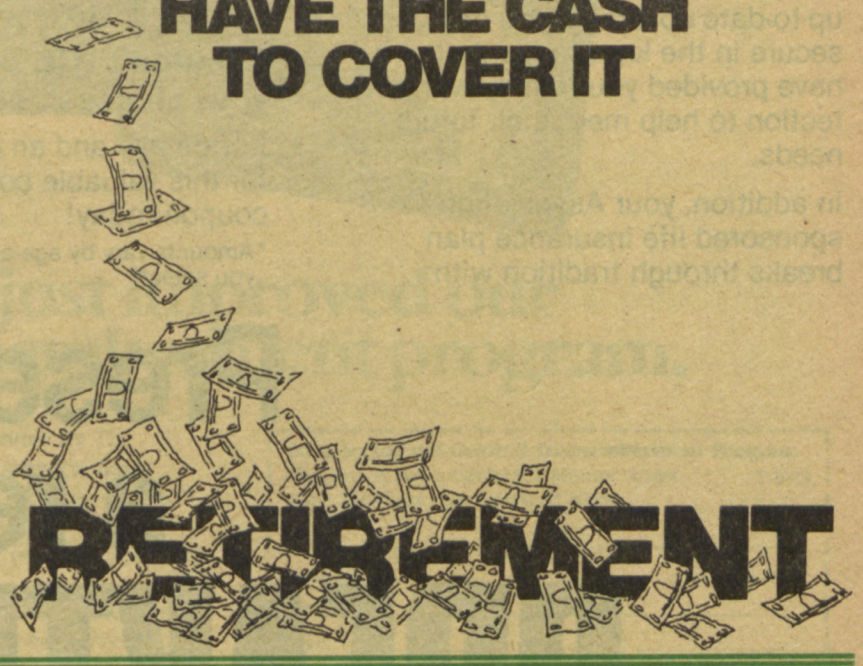

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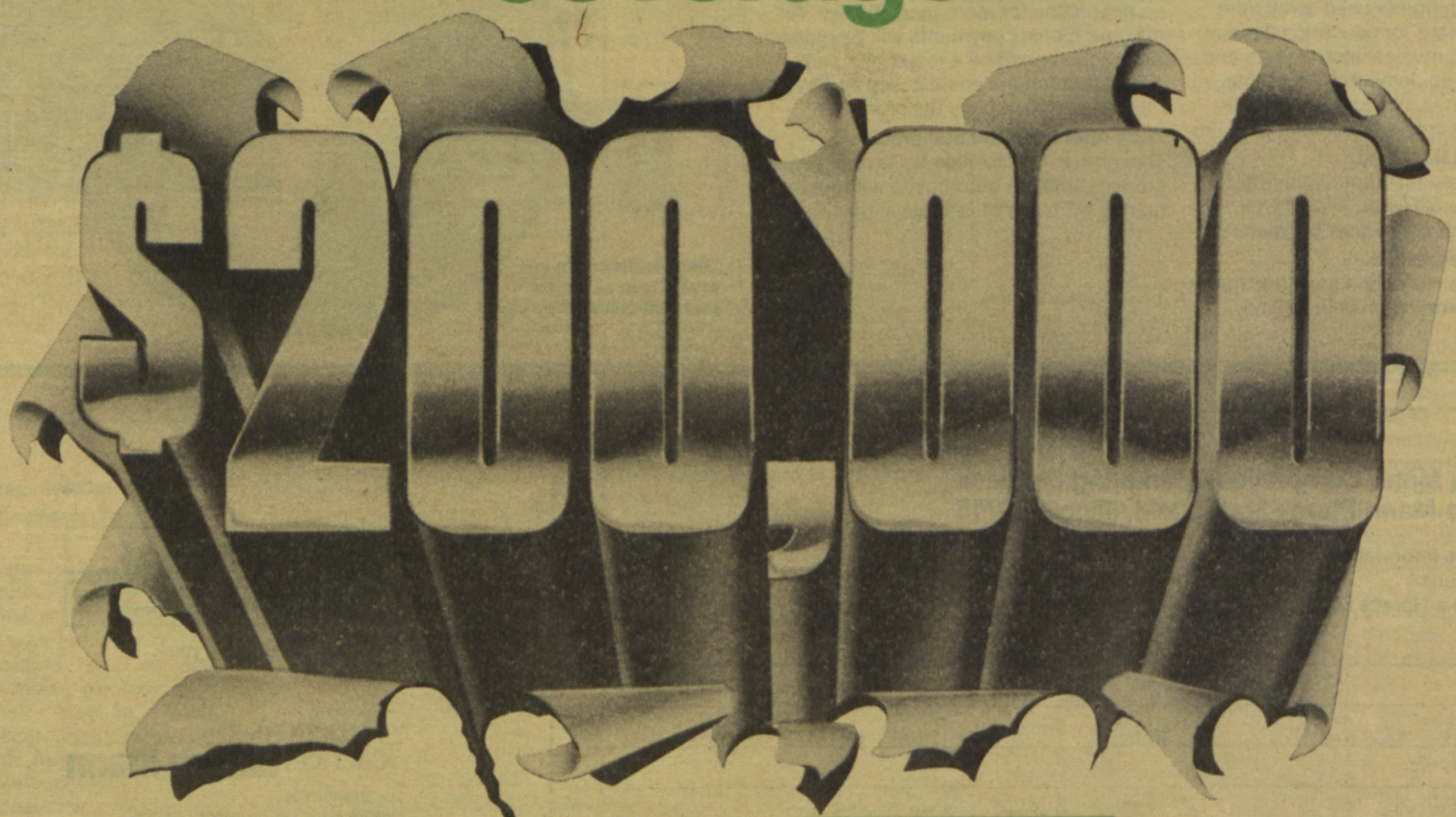

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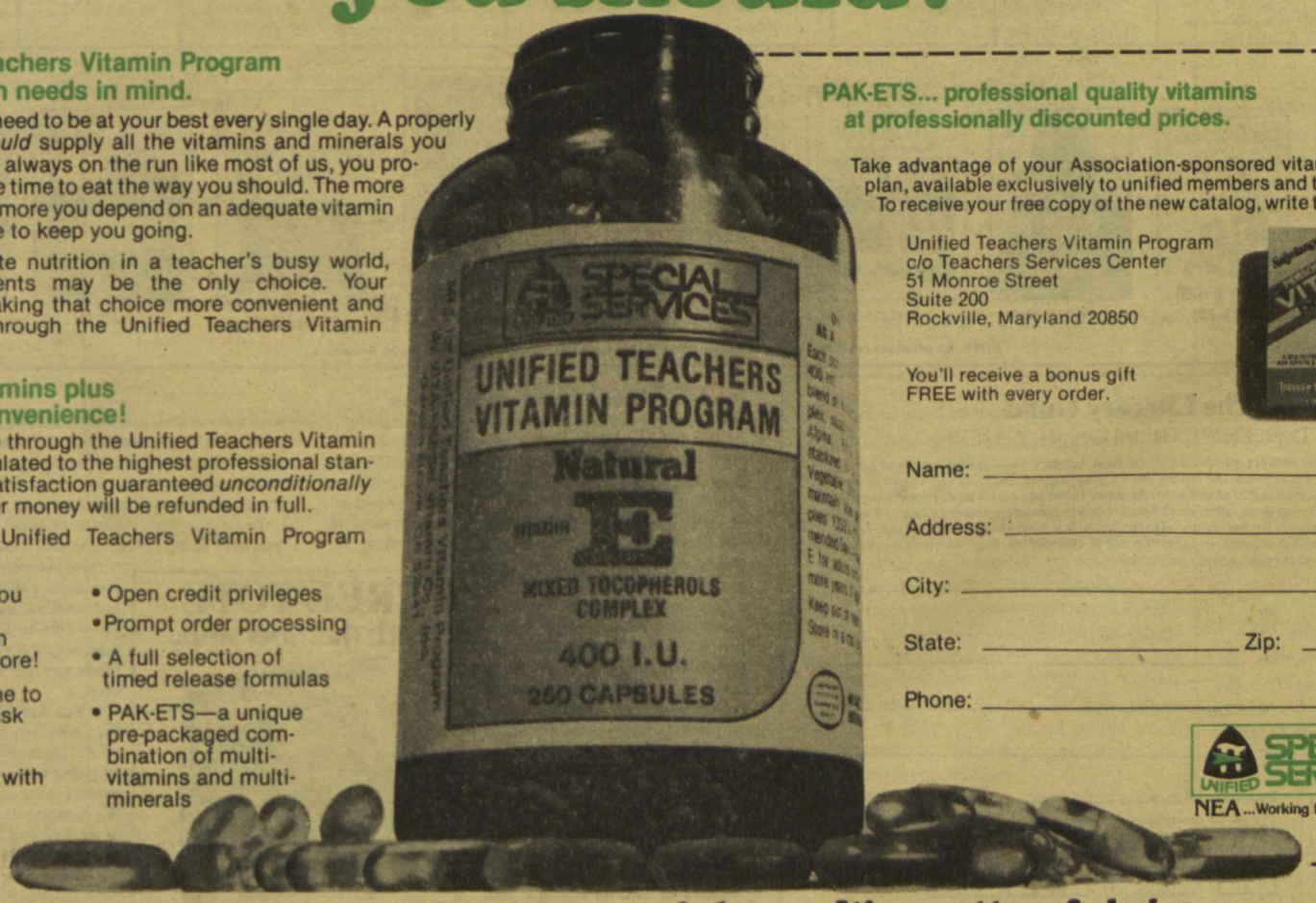

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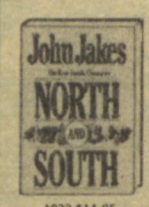

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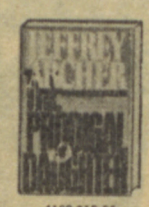

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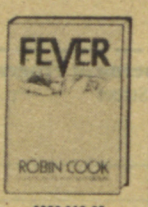

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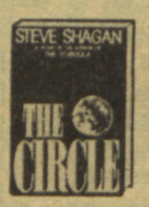

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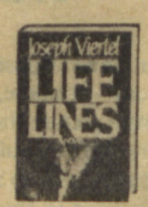

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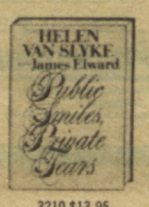

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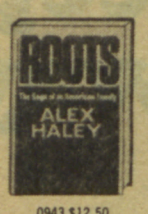

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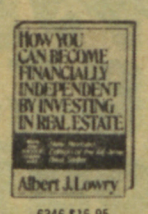

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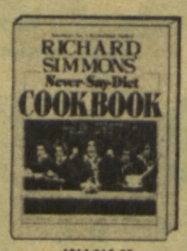

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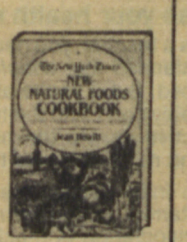

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Upon acceptance of your application, you will begin to receive The Literary Guild magazine about every 4 weeks (14 times a year). Each issue describes one or two Main Selections, plus a variety of alternates. The Guild offers its own complete, hardbound editions, sometimes altered in size to fit special presses and save members even more. If you wish to receive the Main Selection(s), do nothing. It will be shipped automatically. If you prefer an alternate, or no book at all, fill out the convenient form always provided and return it within the time period specified — which allows at least 10 days to decide. If because of late delivery of the magazine you receive an unwanted Selection, you may return it at the Guild's expense. In addition, up to 4 times a year you may receive offers of Special Selections, always at substantial savings off publishers' edition prices. You may resign your membership at any time after taking 4 more books at regular low club prices, or you may remain a member for as long as you wish without obligation to buy additional books. After every 4 books you buy as a regular member, you'll receive an NEA/Literary Guild $5.00 Discount Certificate, good toward any future book purchase. A shipping and handling charge is added to all book shipments.

To enroll, simply complete and mail the adjacent coupon. You have 10 days to examine your 5 introductory books without obligation. If you decide to keep them, pay just $1, plus shipping and handling. But if for any reason you are dissatisfied, simply return them to cancel your membership. Either way, the Tote Bag is yours to keep.

If You Are Already a Member of the Guild, you can convert to the NEA/Literary Guild Book Club plan by giving your current club account number in the enrollment coupon. We cannot send you 5 books for $1 or the Tote Bag, but we will send you *The Complete Medicine Book* FREE! And you will then be entitled to earn NEA Discount Certificates.

FREE TOTE with membership.

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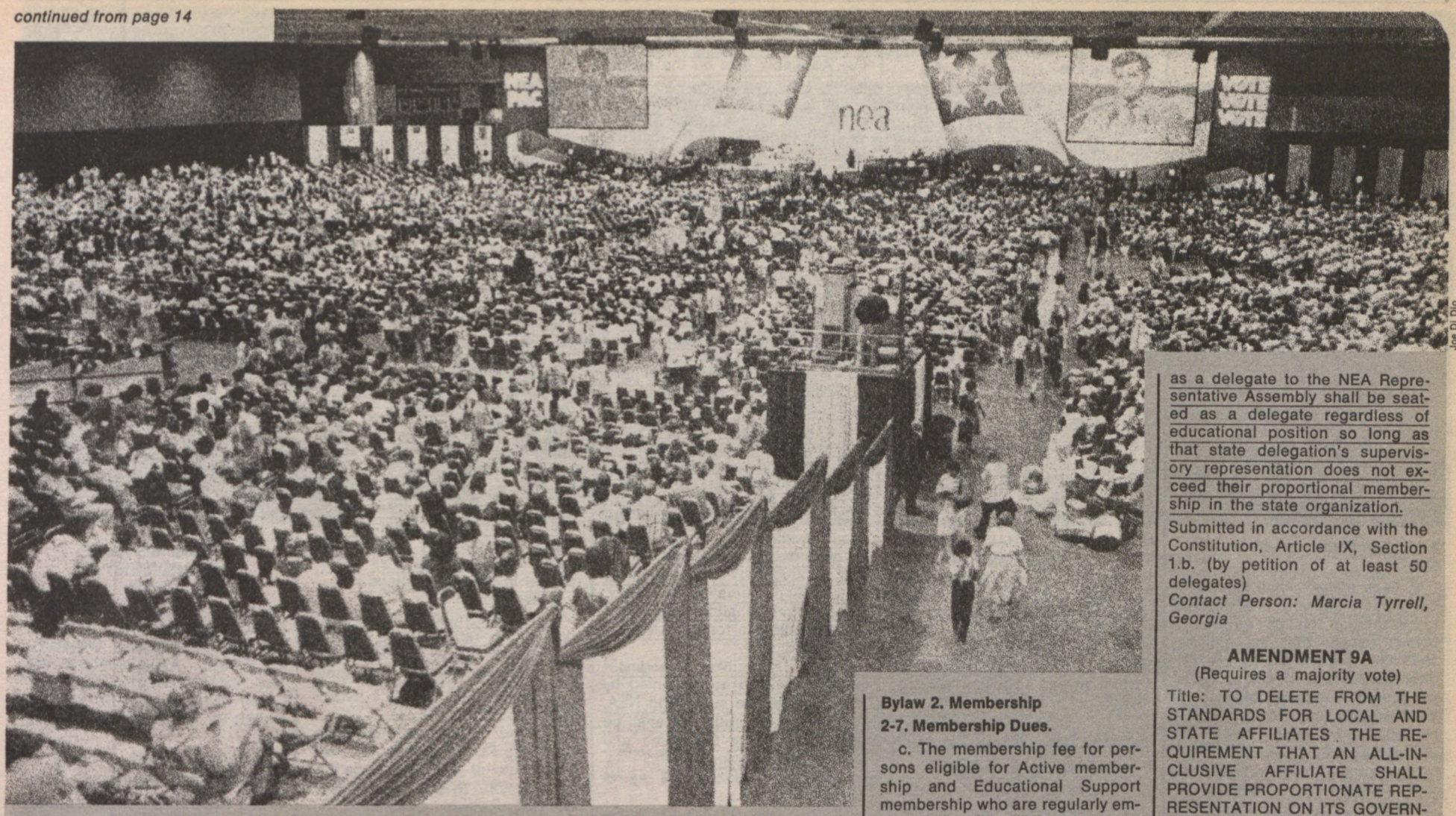


Joe Di Dio

Bylaw 2. Membership.

2-1. Classes.

Subsections a through e: No change.

[f. Retired membership shall be open to any retired member who has held membership in the Association for at least one (1) year prior to retirement. Retired members who have held Active or Educational Support membership status shall be eligible to be voting delegates at the Representative Assembly.]

f. Retired membership shall be open to any retired employee of a school district, college, or university, or other institution devoted primarily to educational work. Retired membership is limited to persons who support the purposes and programs of the Association.

Retired members shall have the right to vote, to hold elective or appointive positions in the Association, and to be counted toward representation entitlement for the Board of Directors and the Representative Assembly as provided in the Constitution and Bylaws.

Retired members shall be eligible to receive benefits and services of the Association authorized by the Board of Directors.

2-7. Membership Dues.

Subsections a through l: No change.

j. [Dues of members retired prior to September 1, 1973, shall be two dollars ($2) yearly.] Annual dues of Retired members shall be established by the Board of Directors and shall be payable (a) directly by a retired individual who joins the Association on an annual basis or (b) through a Retired membership for life program as established by the Board of Directors.

[k. Dues of members retiring on or after September 1, 1973, shall be five dollars ($5) yearly.]

Bylaw 3. Representative Assembly

3-1. Allocation of Delegates.

Subsections a through d: No change.

e. Allocation of delegate[s] credentials [to] for [r]Retired [teachers] members of the Association within each state shall be made to state affiliates based on the ratio of [1:1,000 Retired members within each state] 1:500 for the first 500 Retired members and an additional delegate for each 1,000 Retired members thereafter.

8-6. NEA-Retired (NEA-R).

The NEA-Retired (NEA-R) shall be an organization comprised solely of the Retired members of the Association. The Bylaws of NEA-R shall be adopted by the Board of Directors of NEA. The president of NEA-R shall be chosen by the retired delegates to the NEA Representative Assembly from among the directors representing the Retired members of the Association.

8-14. Standards for NEA-Retired (NEA-R).

The NEA-R shall operate in accordance with bylaws adopted by the Board of Directors, which shall be compatible with the Constitution and Bylaws of the Association.

The NEA-R shall conduct all elections with open nominations and a secret ballot.

Submitted in accordance with the Constitution, Article IX, Section 1.d. (by majority vote of the Board of Directors)

Contact Person: Anthony S. Butler, Alabama

AMENDMENT 7

(Requires a majority vote)

Title: TO REQUIRE THE ASSOCIATION TO EXPEL OR SUSPEND A MEMBER WHO IS EXPELLED OR SUSPENDED BY AN AFFILIATE FOR VIOLATION OF THE AFFILIATE'S CODE OF ETHICS OR OTHER SUFFICIENT CAUSE UNLESS THE MEMBER WAS DENIED DUE PROCESS OR WAS EXPELLED OR SUSPENDED FOR CONDUCT IN SUPPORT OF A GOAL, OBJECTIVE, OR WRITTEN POLICY OF THE ASSOCIATION.

Bylaw 2. Membership

2-3. Rights and Limitations.

Subsections a through d: No change

e. An individual who is expelled or suspended by a local or state affiliate for violation of the affiliate's code of ethics or other sufficient cause shall be expelled or suspended, as may be appropriate, by the Association, unless he or she was expelled or suspended by the affiliate without being accorded due process or for conduct in support of a goal, objective, or written policy of the Association.

(Reletter e through h as f through i)

Submitted in accordance with the Constitution, Article IX, Section 1.d. (by majority vote of the Board of Directors)

Contact Person: Miksa Mechlowitz, Pennsylvania

AMENDMENT 8

(Requires a majority vote)

Title: TO REQUIRE THE ASSOCIATION TO EXPEL OR SUSPEND A MEMBER WHO IS EXPELLED OR SUSPENDED BY AN AFFILIATE FOR VIOLATION OF THE AFFILIATE'S CODE OF ETHICS OR OTHER SUFFICIENT CAUSE.

Bylaw 2. Membership

2-3. Rights and Limitations.

Subsections a through d: No change

e. When an individual is expelled or suspended by a local or state affiliate for violation of the affiliate's code of ethics or other sufficient cause, that individual shall also be expelled or suspended by the Association.

(Reletter e through h as f through i)

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Arlene Mitchell, Pennsylvania

AMENDMENT 8A

(Requires a majority vote)

Title: TO PROVIDE THAT THE MEMBERSHIP FEE OF SUBSTITUTE TEACHERS SHALL BE ONE-QUARTER (¼) OF THE ACTIVE MEMBERSHIP DUES.

Bylaw 2. Membership

2-7. Membership Dues.

c. The membership fee for persons eligible for Active membership and Educational Support membership who are regularly employed for fifty (50) percent or less of the normal schedule for a full-time faculty member (as verified by the local association) shall be one-half (½) of the Active or Educational Support membership dues, as appropriate, except that the membership fee for substitute teachers shall be one-quarter (¼) of the Active membership dues.

Submitted in accordance with the Constitution, Article IX, Section 1.a. (by petition of at least 100 Active and/or Educational Support members from two or more states)

Contact Person: Gloria Botkiss, Maryland

AMENDMENT 9

(Requires a majority vote)

Title: TO PROVIDE THAT THE PRESIDENT OF AN AFFILIATE WHO IS ELECTED AS A DELEGATE TO THE NEA REPRESENTATIVE ASSEMBLY SHALL BE SEATED AS A DELEGATE REGARDLESS OF EDUCATIONAL POSITION AS LONG AS THE NUMBER OF CATEGORY 2 REPRESENTATIVES IN THE STATE DELEGATION DOES NOT EXCEED THE PROPORTION OF CATEGORY 2 MEMBERS IN THE STATE AFFILIATE.

Bylaw 3. Representative Assembly

3-1. Allocation of Delegates.

a. Allocation of delegate credentials to state and local affiliates shall be on the basis of Active and Educational Support membership in the Association as of January 15 of the calendar year in which the Representative Assembly convenes. Allocation of delegate credentials to Student NEA shall be on the basis of active membership in the Student NEA as of May 1 of the calendar year in which the Representative Assembly convenes.

Representation from state and local affiliates which provide all-inclusive membership shall be on the basis of proportional representation by education position. A delegate elected to represent an affiliate shall be a member of that affiliate.

The president of a local or a state affiliate who is duly elected as a delegate to the NEA Representative Assembly shall be seated as a delegate regardless of educational position so long as that state delegation's supervisory representation does not exceed their proportional membership in the state organization.

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Person: Marcia Tyrrell, Georgia

AMENDMENT 9A

(Requires a majority vote)

Title: TO DELETE FROM THE STANDARDS FOR LOCAL AND STATE AFFILIATES THE REQUIREMENT THAT AN ALL-INCLUSIVE AFFILIATE SHALL PROVIDE PROPORTIONATE REPRESENTATION ON ITS GOVERNING BODIES BETWEEN ITS NONSUPERVISOR MEMBERS AND ITS SUPERVISOR MEMBERS.

Bylaw 8. Affiliates and Special Interest Groups

8-7. Standards for Local Affiliates.

a. Each affiliate shall apply the one-person — one-vote principle for representation on its governing bodies except that the affiliate shall take such steps as are legally permissible to achieve ethnic-minority representation at least proportionate to its ethnic-minority membership [. Where an all-inclusive affiliate exists, it shall provide proportionate representation between its nonsupervisor members and its supervisor members];

8-11. Standards for State Affiliates.

a. Each affiliate shall apply the one-person — one-vote principle for representation on its governing bodies except that the affiliate shall take such steps as are legally permissible to achieve ethnic-minority representation at least proportionate to its ethnic-minority membership [. Where an all-inclusive affiliate exists, it shall provide proportionate representation between its nonsupervisor members and its supervisor members];

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)

Contact Persons: Daniel W. Wright, Jr., and Carolyn W. Lee, Georgia

AMENDMENT 9B

(Requires a majority vote)

Title: TO ADD TO THE STANDARDS FOR LOCAL AND STATE AFFILIATES A PROVISION THAT, IF AN AFFILIATE IS NOT ABLE TO ACHIEVE PROPORTIONAL REPRESENTATION ON ITS GOVERNING BODIES BECAUSE THERE IS NOT A SUFFICIENT NUMBER OF SUPERVISOR CANDIDATES, THE PROPORTIONAL REPRESENTATION REQUIREMENT SHALL NOT APPLY.

continued on page 20

continued from page 19

Bylaw 8. Affiliates and Special Interest Groups

8-7. Standards for Local Affiliates.

a. Each affiliate shall apply the one-person–one-vote principle for representation on its governing bodies except that the affiliate shall take such steps as are legally permissible to achieve ethnic-minority representation at least proportionate to its ethnic-minority membership. Where an all-inclusive affiliate exists, it shall provide proportionate representation between its nonsupervisor members and its supervisor members. In the event a local affiliate is unable to achieve proportionate representation on its governing bodies because no supervisor members will agree to run for office, the affiliate may elect nonsupervisors to the positions designated for supervisors;

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)
Contact Person: Nancy Worley, Alabama

AMENDMENT 10

(Requires a majority vote)

Title: TO PERMIT THE DELEGATE BODY OF A STATE AFFILIATE TO ADOPT A PROVISION IN THE STATE'S GOVERNING DOCUMENTS THAT EACH LOCAL AFFILIATE IN THE STATE MAY BE REPRESENTED ON THE STATE'S GOVERNING BODIES ACCORDING TO A WEIGHTED VOTING SYSTEM.

Bylaw 8. Affiliates and Special Interest Groups

8-11. Standards for State Affiliates.

The Association shall not affiliate a state association unless it meets the following minimum standards:

a. Each affiliate shall apply the one-person—one-vote principle for representation on its governing bodies except that the affiliate shall take such steps as are legally permissible to achieve ethnic-minority representation at least proportionate to its ethnic-minority membership. A state delegate body may adopt a provision to the governing documents of the state affiliate to provide each of its local associations representation as determined by a weighted voting structure. Where an all-inclusive affiliate exists, it shall provide proportional representation between its nonsupervisor members and its supervisor members;

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)
Contact Person: Tom White, Missouri

AMENDMENT 10A

(Requires a majority vote)

Title: TO CHANGE THE AMOUNT OF THE APPROPRIATION FOR CONTINGENCIES FROM A MINIMUM OF TWO (2) PERCENT TO A MINIMUM OF ONE (1) PERCENT OF THE BUDGET.

Bylaw 11. General Finance

11-9. Budget.

a and b: No change

c. The budget shall include an appropriation for contingencies [amounting to] of at least [two (2)] one (1) percent of the budget.

Submitted in accordance with the Constitution, Article IX, Section 1.d. (by majority vote of the Board of Directors)
Contact Person: Bernie Freitag, Pennsylvania

AMENDMENT 11

(Requires a majority vote)

Title: TO PROVIDE THAT THE NEA BUDGET SHALL INCLUDE AN APPROPRIATION EQUAL TO AT LEAST TWO (2) PERCENT OF THE TOTAL BUDGET TO STABILIZE THE ASSOCIATION'S FINANCIAL POSITION UNTIL SUCH TIME AS COMMERCIAL BORROWING FOR NORMAL OPERATIONS IS NO LONGER NECESSARY.

Bylaw 11. General Finance

11-9. Budget.

(New section d)

d. The annual budget shall include an appropriation equal to at least two (2) percent of that year's budget to be used to stabilize the financial position of the Association. Such appropriation shall be made annually until such time as commercial borrowing for normal operations is no longer necessary.

(Reletter d as e)

Submitted in accordance with the Constitution, Article IX, Section 1.b. (by petition of at least 50 delegates)
Contact Person: Ted Romoser, Oregon

Proposed Amendments to the NEA STANDING RULES

STANDING RULE AMENDMENT 1

(Requires a majority vote)

Title: TO SET FORTH IN THE STANDING RULES THE PROCEDURES FOR SUBMITTING AND VOTING ON AMENDMENTS TO THE LEGISLATIVE PROGRAM.

Rule 6. Order of Business and Debate

A through **I.** No change

J. The Committee on Constitution, Bylaws, and Rules shall supervise the submission and processing of items of new business and amendments to the Legislative Program. The committee shall determine which are items of new business, which are legislative amendments, and which are resolutions. The adoption of a new business item shall not include approval of any appropriation.

K. No change

L. Any business item relating to federal legislation for the consideration of the Representative Assembly shall be treated as an amendment to the Legislative Program and shall be marked in the order received as Legislative Amendment 1, 2, and so forth. Legislative amendments shall be considered as amendments to the main motion on the Legislative Program and shall be discussed at the time that the Representative Assembly acts on the Legislative Program.

Legislative amendments submitted prior to May 1 shall be sent to the president and executive director of each state affiliate as soon as possible. Those amendments submitted after May 1 but prior to June 15 shall be included in the delegate packets given to delegates at registration.

Legislative amendments shall be submitted to the Committee on Constitution, Bylaws, and Rules no later than 12 noon on the second day of the Representative Assembly and shall be submitted (1) by petition of at least fifty (50) delegates, (2) by a majority vote of those present and voting at a state delegation at a regularly called meeting of the delegation in connection with the Annual Meeting, or (3) by a governance body of the NEA or a state or local affiliate. The material shall be made available to the chairperson of each delegation on the following morning prior to the beginning of the Representative Assembly. Such material shall include a brief written rationale for each legislative amendment.

Each legislative amendment shall be printed accompanied by the name of the submitting NEA, state, or local group and shall be accompanied by the name and state of the contact person.

(Reletter **L** through **S** as **M** through **T**)

Submitted in accordance with Standing Rule 9.B.1.(d) (by majority vote of the Committee on Constitution, Bylaws, and Rules)
Contact Person: Constance N. Beachem, Arizona

STANDING RULE AMENDMENT 1A

(Requires a majority vote)

Title: TO CHANGE THE REQUIREMENT GOVERNING THE LENGTH OF TIME THAT NEW BUSINESS SHALL BE CONSIDERED AT THE SECOND, THIRD, AND FOURTH BUSINESS MEETINGS OF THE REPRESENTATIVE ASSEMBLY FROM A LIMIT OF ONE (1) HOUR TO A MINIMUM OF ONE (1) HOUR.

Rule 6. Order of Business and Debate

K. . . . Items of new business submitted in accordance with this section shall be the first business item at the second, third, and fourth business meetings of the Representative Assembly, and these new business items shall be considered for [no more than] at least one (1) hour.

Submitted in accordance with Standing Rule 9.B.1.(c) (by majority vote of the Board of Directors)
Contact Person: Evan M. Goldman, New Jersey

STANDING RULE AMENDMENT 1B

(Requires a majority vote)

Title: TO ESTABLISH A PROCEDURE FOR DIVIDING NEW BUSINESS ITEMS INTO TWO (2) CATEGORIES AND TO DESIGNATE AN ORDER FOR VOTING ON EACH CATEGORY.

Rule 6. Order of Business and Debate

[**L.** New business relating to the procedural operation of the Representative Assembly may be introduced and acted upon prior to the close of each business meeting.

[**M.** New business of the Association presented at the direction of the Board of Directors may be debated and acted upon at any business meeting of the Representative Assembly.]

L. The Committee on Constitution, Bylaws, and Rules shall place all items of new business relating to substantive policies or programs of the Association into one of the following two categories:

Category 1: Items of new business relating to educational issues and/or the working environment of educational employees.

Category 2: Items of new business relating to other matters.

Items of new business that have been placed in Category 1 shall be considered by the Representative Assembly before it considers any item of new business that has been placed in Category 2.

M. Items of new business relating to substantive policies or programs of the Association that have been submitted by the Board of Directors may be considered by the Representative Assembly before it considers any other item of new business that has been placed in the same category.

(New Section **T**)

T. Matters relating to the procedural operation of the Representative Assembly shall be raised by motion and may be considered at any business meeting of the Representative Assembly.

Submitted in accordance with Standing Rule 9.B.1.(d) (by majority vote of the Committee on Constitution, Bylaws, and Rules)
Contact Person: Constance N. Beachem, Arizona

STANDING RULE AMENDMENT 2

(Requires a majority vote)

Title: TO PROVIDE THAT ANY RESOLUTION, NEW BUSINESS ITEM, OR LEGISLATIVE AMENDMENT THAT DOES NOT DIRECTLY RELATE TO EDUCATION, TEACHERS, OR WORKING CONDITIONS SHALL REQUIRE A SIXTY (60) PERCENT VOTE BY THE REPRESENTATIVE ASSEMBLY FOR ADOPTION; AND TO ESTABLISH THE PROCEDURES FOR DETERMINING THE CONTENT OF RESOLUTIONS, NEW BUSINESS ITEMS, AND LEGISLATIVE AMENDMENTS.

Rule 6. Order of Business and Debate

(New section **T**)

T. Any resolution, new business item, or legislative item which deals with topics which do not relate directly to education, the teacher, or working conditions (such as, but not limited to, issues of foreign policy, noneducational domestic issues, and so forth) shall require a sixty (60) percent affirmative vote of the Representative Assembly to be adopted.

The decision as to the category of an issue shall be made by the chair, subject to appeal to the majority of the Representative Assembly.

Submitted in accordance with Standing Rule 9.B.1.(a) (by petition of at least 25 delegates)
Contact Person: Jim A. Slingluff, Maryland

STANDING RULE AMENDMENT 3

(Requires a majority vote)

Title: TO PROVIDE THAT THE RESOLUTIONS COMMITTEE SHALL CONSIST OF AN INTERNAL EDITING COMMITTEE AND ONE (1) MEMBER FROM EACH STATE AFFILIATE AND THE STUDENT NEA.

Rule 8. Resolutions Committee and Procedure

A. Composition of Resolutions Committee. The Resolutions Committee shall consist of an Internal Editing Committee of five (5) members and [at least as many] one (1) additional member[s] from each state affiliate and the Student NEA [as the affiliate has NEA directors]. . . .

B. No change

C. State and At-Large Representatives. The registered delegates to the Representative Assembly from each state and from the Student NEA shall elect [as many] one (1) delegate[s] and alternate[s] to the Resolutions Committee from among its delegates [as each unit has NEA directors]. . . .

No change in remainder of Rule

Submitted in accordance with Standing Rule 9.B.1.(a) (by petition of at least 25 delegates)
Contact Person: Betty Duke, Texas

STANDING RULE AMENDMENT 4

(Requires a majority vote)

Title: TO REQUIRE THAT THE COMMITTEE ON CONSTITUTION, BYLAWS, AND RULES ARRANGE PROPOSED AMENDMENTS TO THE CONSTITUTION AND BYLAWS IN AN ORDER DETERMINED BY RANDOM SELECTION.

Rule 9. Amendments

A. Constitution and Bylaws.

1. *Constitution:* Proposed amendments to the Constitution shall be submitted to the Committee on Constitution, Bylaws, and Rules in writing and in accordance with Article IX, Sections 1 and 2 of the Constitution not later than the close of the seventh business meeting of the Representative Assembly.

(a) No change

(b) *Printing and Distribution:* The Committee on Constitution, Bylaws, and Rules shall arrange through random selection proposed amendments to the Constitution [so that they are sequential by article of the Constitution]. Titles and texts of proposed amendments. . . .

2. *Bylaws:* Proposed amendments to the Bylaws shall be submitted to the Committee on Constitution, Bylaws, and Rules in writing and in accordance with Article IX, Sections 1 and 3 of the Constitution.

(a) No change

(b) *Printing and Distribution:* The Committee on Constitution, Bylaws, and Rules shall arrange through random selection proposed amendments to the Bylaws [so that they are sequential by bylaw]. The text of proposed amendments. . . .

No change in remainder of rule

Submitted in accordance with Standing Rule 9.B.1.(a) (by petition of at least 25 delegates)
Contact Person: Cheryl Sarvis, Georgia

STANDING RULE AMENDMENT 5

(Requires a majority vote)

Title: TO PROHIBIT THE SALE OF ALL ITEMS IN THE REPRESENTATIVE ASSEMBLY.

Rule 12. Prohibitions

A. No change

B. No change

C. No items shall be sold in the Representative Assembly.

Submitted in accordance with Standing Rule 9.B.1.(d) (by majority vote of the Committee on Constitution, Bylaws, and Rules)
Contact Person: Constance N. Beachem, Arizona

THE OUTDOOR CLASSROOM

Lou Dematteis

GROW YOUR OWN CURRICULUM

By Al Goodman

Lots of Dirt and a Little Seed Turn California Kids On To Science

Wet weather hasn't dampened the Life Lab project at Green Acres Elementary School in Santa Cruz, California. Lower left: students and "friends"; above left, a crispy lettuce harvest; above, young farmers work the soil before a new crop goes in; left, Life Lab Director Roberta Jaffe teaches kids to recycle paper; below, students check for pests in an artichoke plant, a specialty of the area.

Gardens are growing and thriving in schools from coast to coast this spring—and savvy teachers are using them to nurture far more than mere vegetables.

The cream of the school garden crop is probably "Project Life Lab" at Green Acres Elementary in Santa Cruz, California. Here a dirt parking lot has been transformed into a three-acre farm complete with 60 types of vegetables, fruit trees, and flowers, a solar greenhouse, 20 chickens and rabbits—and a 400-page curriculum guide.

This model program was launched in 1978 and later won three years of grants totalling $180,000 under the federal government's late, lamented "Title IV-C" funding for school innovations. The grants paid for three salaried staff who directed a small CETA-funded crew of garden helpers.

This academic year, for the first time, the Live Oak School District is funding the project—to the tune of $20,000. Private foundations and the Santa Cruz community have contributed another $30,000.

Green Acres is by no means a rich school. It serves third through fifth graders in a low-income area; a fourth of its 420 students come from families receiving public assistance.

"The program fills a void in our education program," says Roberta Jaffe, Life Lab's director. "Education for so long has been associated with book learning. There's a tremendous need for kids to get out there with their hands to apply what they've learned."

Each class at Green Acres spends one hour a week outdoors in the Life Lab. With classroom teachers and aides at their sides, they split into three groups of about 10 students each for a lesson on science, nutrition, or gardening. The hands-on experience is followed by at least an hour of classroom work.

Comments fourth grade teacher Bob Levy, a 10-year teaching veteran, "The kids are learning a lot of science. Before Life Lab came, there were exceptional teachers who would focus on science, but it wasn't done schoolwide.

"The students have been made aware of good eating habits and good survival skills, like recycling and not being wasteful," Levy adds. "And the majority of the kids feel ownership and pride in the garden plots."

Fifth grader Chad Akin explains, "They teach you cooperation and stuff about your body and nutrition . . . how you can listen to your body." Fourth grader Ben McQuaid talks proudly about harvesting tomatoes, gourds, and stringbeans—and pulling weeds. "It's fun here," he says. "We talk about it in class, about what we did and how we did it."

The garden's crops are sent home with students, or sold at a nearby farmers' market, or used to make after-school snacks on site.

Before Life Lab, "A lot of our kids didn't have a clear sense of how vegetables grew," recalls fifth grade teacher Russ Evans. A past president of the 56-member Live Oak Elementary Teachers Association, Evans says he's used the garden for a unit on metrics and measurements—and has had students plot their vegetables' locations according to scale.

He's also developed a unit relating nutrition to anatomy and bodily processes. Like other Green Acres teachers, Evans has his class follow up their weekly garden experience by writing about it in the classroom.

Green Acres students' gains on standardized science tests during the past three years seem to reinforce the conclusion that Life Lab delivers the educational goods.

The Life Lab project has won rave reviews not only from Santa Cruz teachers, students, parents, and administrators, but from the community at large—as well as from science and education experts who've come to observe the program from across the state and around the nation. Last fall the National Science Teachers Association rated it as one of 12 "exemplary" elementary science programs in the United States.

As word of its success has spread, at least three other California elementary schools have picked up the Life Lab concept on a less grand scale.

Thanks to Life Lab and other school gardening projects, more and more students are unearthing the secrets of botany, nutrition, and other sciences at an early age—and having a lot of fun in the process.

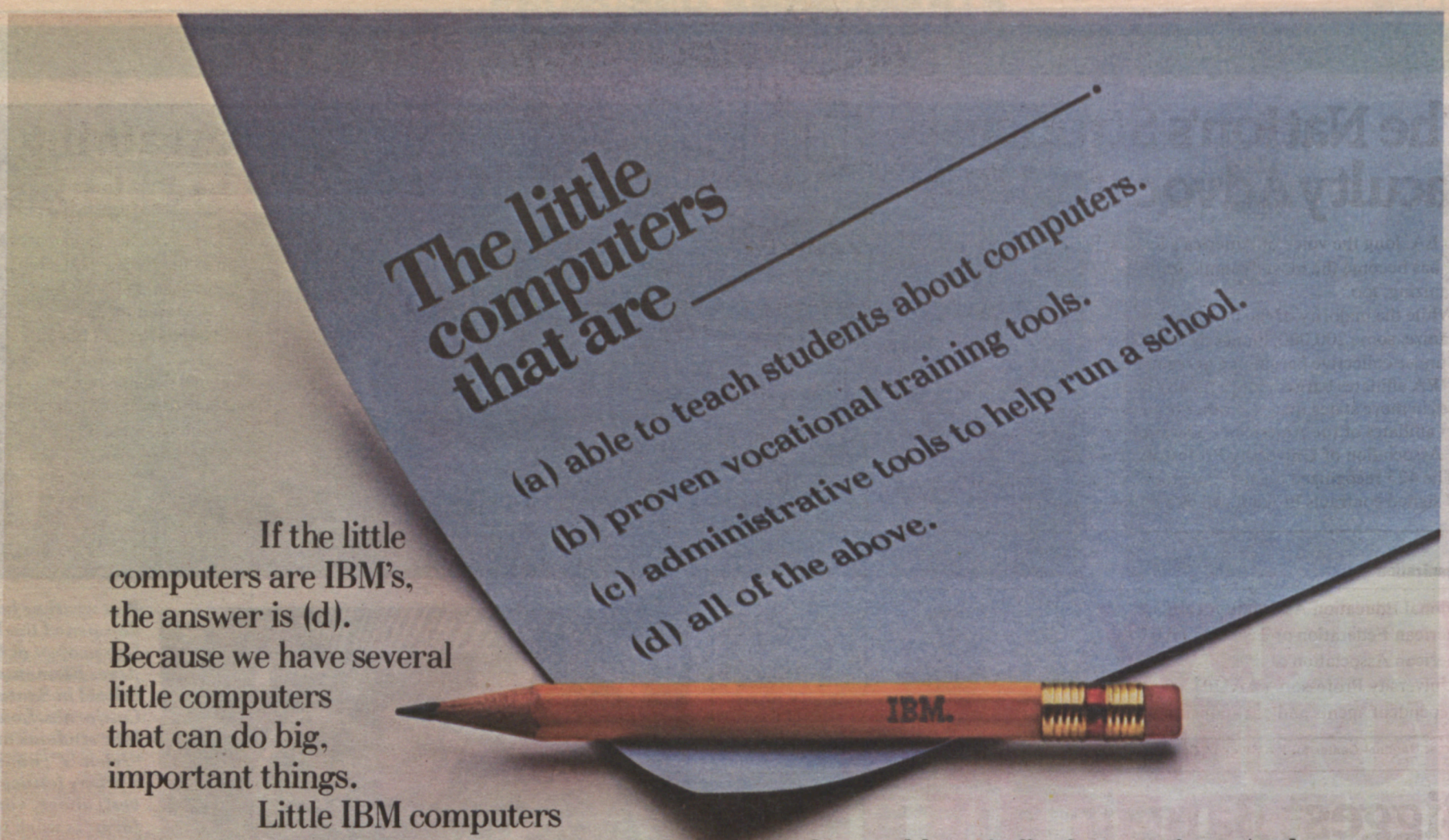
Al Goodman covers education and city government for the Pleasanton (California) Valley Times.

School Gardens: Not for Science Only

A school garden can enrich almost every part of the curriculum. It can inspire students' art and writing . . . help develop their sense of responsibility and productive use of time . . . instill good nutrition habits . . . and build self-esteem—especially among handicapped students and those with learning disabilities.

Reading becomes a practical necessity for young gardeners as they study seed catalogs and decipher the vital instructions on the back of each packet. And there's never been a garden that didn't require measuring and other mathematical calculations.

Thinking of proposing a garden for *your* school? A good one takes careful planning. Several inexpensive publications for teachers—with helpful "how-to" advice on site preparation, garden layout, crop selection, and insect and disease control, as well as suggestions for garden-related learning projects—are available from Gardens for All, a nonprofit national association at 180 Flynn Ave., Burlington, VT 05401.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HIGHER EDUCATION

The Nation's Strongest Faculty Advocate: NEA

NEA, long the voice of America's K-12 school employees, has become the most dynamic force in higher education organizing, too.

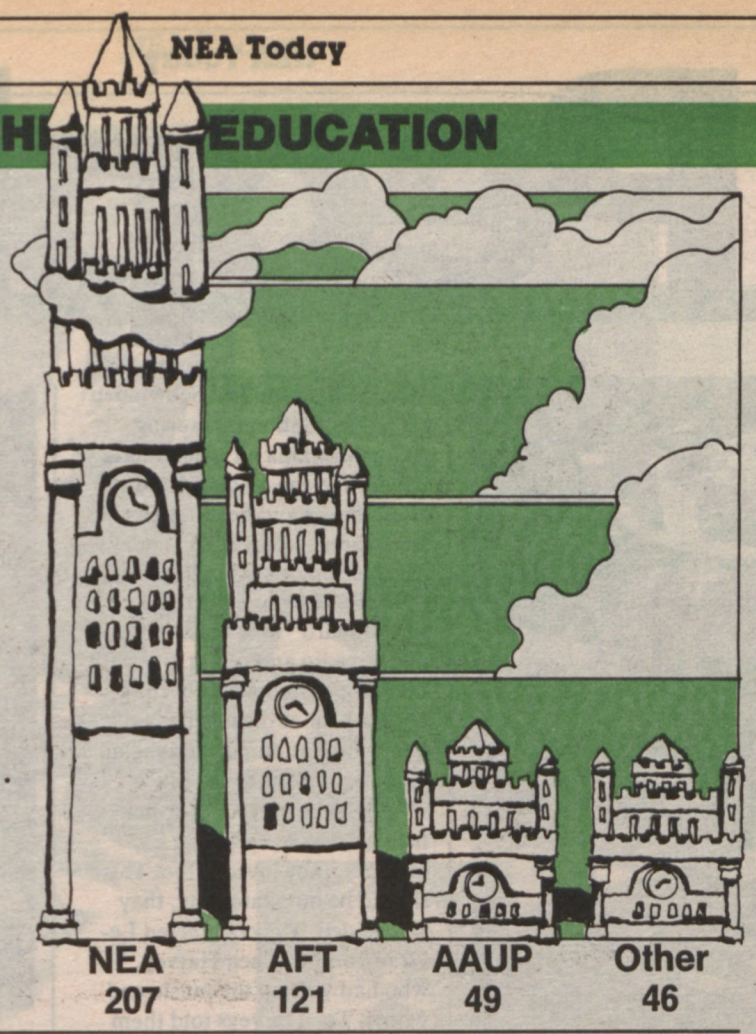
While the majority of the nation's college faculty have yet to organize, some 200,000, on nearly 800 campuses, are now working under collective bargaining agreements.

NEA affiliates bargain more faculty contracts on more campuses in more states than any other organization—more, in fact, than affiliates of the American Federation of Teachers and American Association of University Professors *combined*.

The 423 recognized higher education bargaining agents and 377 signed contracts broke down like this as of January 1983:

Organization	Bargaining Agents	Contracts
National Education Association (NEA)	207	188
American Federation of Teachers (AFT)	121	108
American Association of University Professors (AAUP)	49	44
Independent agents and coalitions	46	37

Source: National Center for the Study of Collective Bargaining in Higher Education



Biggest Bargaining Unit Ever Moves Toward First Contract

The NEA-affiliated Congress of Faculty Associations (CFA) was certified this winter as the exclusive representative for the nation's largest higher education faculty bargaining unit—the California State University (CSU) system.

With 19 campuses, 19,000 faculty, and 319,000 students, the Cal State system has a billion-dollar annual budget.

CFA is affiliated with the American Association of University Professors (AAUP) and the California State Employees Association (CSEA) as well as the California Teachers Association (CTA/NEA).

CFA narrowly defeated a rival organization, the AFL-CIO-affiliated United Professors of California, in a May 1982 election to determine who would bargain for CSU faculty. The election was so close that the outcome hinged on some 500 challenged ballots, which weren't resolved until February of this year. Final tally: CFA 6,580; UPC 6,541.

Faculty throughout the massive system are relieved that the bargaining process is about to begin at long last. California's Higher Education Employee/Employer Relations Act, which CFA helped draft, has been on the books since 1978.

"In the five years we've been working to get genuine, enforceable faculty input into the university decision-making process, we've struggled with changing curricula and enrollments, confronted layoffs, gone without real salary increases, and witnessed continued erosion of our budgets," says CFA President Bill Crist.

"Bargaining will allow faculty to assume a leadership role in protecting the integrity of the California State University," says Congress of Faculty Associations President Bill Crist.

California faculty are keenly aware of the harsh fiscal realities they'll face as they negotiate their first contract. The state finance crisis has recently brought budget cuts and a freeze on hiring and promotions. It's also forcing the student-faculty ratio up, Crist points out.

"The workload has increased to intolerable levels," he reports. "Class sizes are going beyond what's reasonable for good instruction."

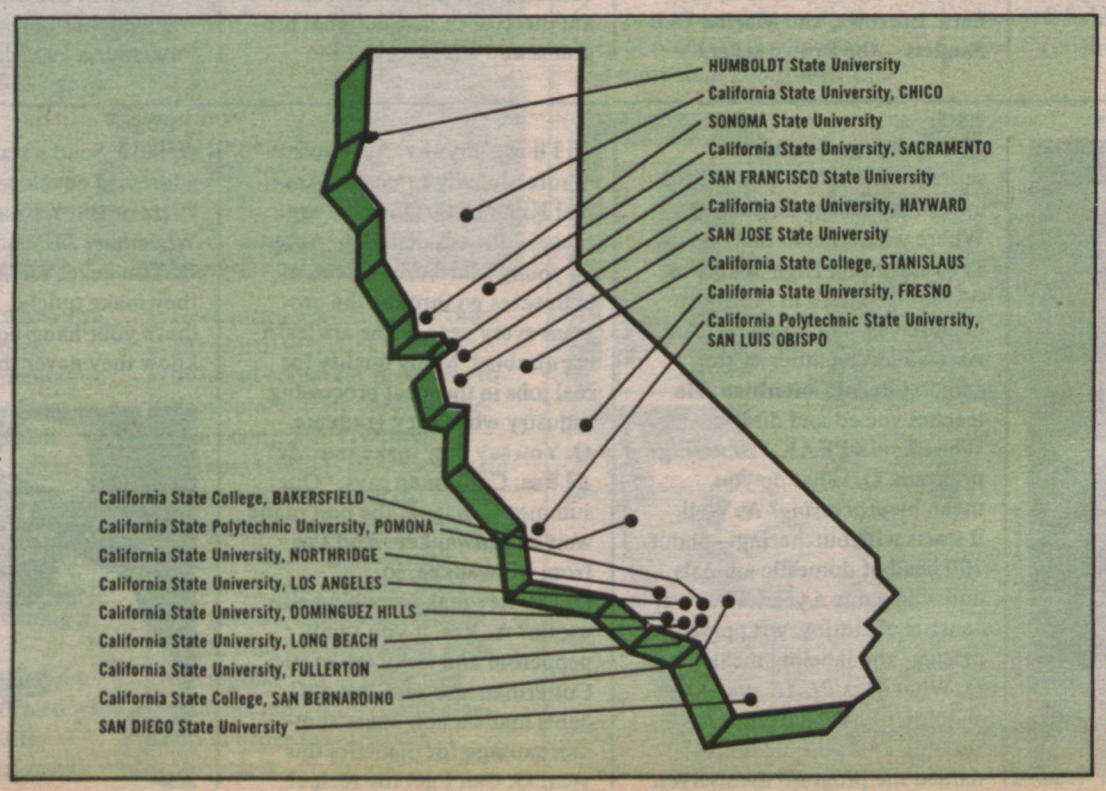
Adds CSU-Sonoma Professor Kenneth Marcus, "The faculty recognize that there are limited resources, but we want to participate in the decisions dealing with how those resources are allocated. We are looking to collective bargaining to protect faculty rights."

Now structuring its initial bargaining proposals, CFA is making every effort to involve both part-time and full-time faculty on each campus. CFA bylaws require that the six-member team that goes to the bargaining table also contain proportionate numbers of full-time and part-time faculty.

Faculty bargaining goals include salary schedule improvements, provisions for retraining, and workload guidelines with extra compensation for faculty who carry exceptionally heavy loads. The part-timers' bargaining goals center around better compensation and more access to offices, telephones, and other facilities.

CFA leaders firmly believe they can help stop the erosion of quality in the nation's largest four-year college system.

"Our state and national affiliates have immense experience in public sector and public education bargaining," Crist points out. "They've made experienced negotiators and contract development specialists available to us. And CTA and CSEA are recognized as two of the most powerful lobbying organizations in the state."


HUMBOLDT State University
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SONOMA State University
California State University, SACRAMENTO
SAN FRANCISCO State University
California State University, HAYWARD
SAN JOSE State University
California State College, STANISLAUS
California State University, FRESNO
California Polytechnic State University, SAN LUIS OBISPO
California State College, BAKERSFIELD
California State Polytechnic University, POMONA
California State University, NORTHRIDGE
California State University, LOS ANGELES
California State University, DOMINGUEZ HILLS
California State University, LONG BEACH
California State University, FULLERTON
California State College, SAN BERNARDINO
SAN DIEGO State University

Bargaining On Campus

Some 200 faculty leaders from around the nation gathered in Washington, D.C., on a weekend in mid-March for NEA's First Annual Higher Education Conference. We asked three of them just what the advent of collective bargaining has meant for them and their colleagues.

Jim Durham, president, Minnesota Community College Faculty Association

"We affiliated with the Minnesota Education Association/NEA in 1970 and negotiated our first contract in 1972. Since then we've negotiated five more contracts, challenged the legislature in an unfair labor practice suit, been sued by the National Right To Work Committee, and held our first strike—all with positive results.

Our contract covers work assignments, fringe benefits, personnel files, nondiscrimination, and layoffs.

Collective bargaining and being part of a union have made us work together and given us more security, dignity, and authority."

Saundra Florek, counselor, Schoolcraft College, Livonia, Michigan

"Prior to collective bargaining our employers had a very paternalistic attitude. We had holiday parties, teas with the president.

Everything was just sweet—until we began negotiations. We found there was no consistency in what we were paid—except that women working in the same jobs as men with equal experience were consistently making less money.

I *really* believe in unionism and collective bargaining. We have excellent protection—leave, scheduling, faculty security. Any faculty member who's in a dying discipline has the right to be retrained at the college's expense—and to be rehired with no loss of seniority."

Vincent McGrath, president, Massachusetts State College Association

"State college faculties all over Massachusetts are pleased with collective bargaining. We think we have one of the best contracts in the nation.

In 1977, our average salary was $18,000. We project that by 1986, the average will be $34,500.

We also have more protection against being fired. And our tenured faculty are no longer evaluated, unless they're involved in a personnel action."

People

Roger Kuhn

Phoenix, Arizona, school groundskeeper **Dana Holt** is back on the job this spring, thanks to an arbitration won by the Phoenix Union Classified Employees Association, the new NEA/Arizona Education Association affiliate that bargains for school support personnel.

A UniServ staffer representing Holt persuaded the arbitrator that the district had failed to follow proper procedures when it fired him for allegedly duplicating keys and using athletic facilities at South Mountain High School without authorization.

"I would have been out if we hadn't affiliated with NEA/AEA," says Holt, who won reinstatement plus five months of back pay. "The cost of the arbitration alone was more than eight times what I paid in dues."

Everett High Chorale

Lansing, Michigan, music teacher **Kit Carter** took his Everett High School chorale to Sweden in April—for the fourth time.

"Several years ago, one of our school officials who is also a pilot bumped into a Scandinavian pilot who was promoting their hockey teams in Detroit," Carter explains. "Our school official invited him to Everett to hear the chorale. He was impressed and invited us to Sweden as part of a cultural exchange. Since then, we've been invited every other year."

So popular is the group in Sweden that the Swedish government provides special discount air travel rates.

How do the travelers raise the rest of the money needed for the two-week stay? By performing at home all year, parking cars at sports events, holding bake sales, and digging into their own pockets.

When Governor Ted Schwinden signed legislation this spring giving Montana an official state ballad, Helena teacher **Sandy Heffelfinger** and her students were there, celebrating victory for their unique lobbying effort.

It all started when Heffelfinger heard "Montana Melody" on the radio and fell in love with the song. It had never been recorded, but at the teacher's request the station played it again and allowed her to tape it.

When she played it for her fifth graders at Jefferson Elementary, they loved it too. This should be our state song, they all decided. They contacted LeGrand and Carleen Harvey, who had written the music and words. The Harveys told them to go ahead.

What followed for the students, now in sixth grade, was a year of intense political education—hearings, press releases, a lecture on ethics by a professional lobbyist, letters to legislators, buttons, serenades to officials, and coordination with students in three other schools.

Keith Schlamp

The legislature, reluctant to discard the old state song, chose to make "Montana Melody" the state *ballad* instead—but they did give it official status.

Didn't all this mean a lot of work for the teacher?

"Our school is two blocks from the capitol," Heffelfinger explains simply. "I'd been looking for a project."

Gail Evans

For three sisters in Kentucky, Association activism is a family affair.

(*From left*), **June Lee, Barbara Burrows,** and **Martha Dell Sanders**—the Brown sisters—are all teachers. Martha, a former Kentucky Education Association president and UniServ consultant, is now KEA's assistant director of instructional programs and a member of the state board of education.

Barbara serves on KEA's board of directors and chairs the state public relations committee.

June is also a member of the KEA board of directors as well as the teacher education and certification council. Both she and Barbara are past presidents of the Jefferson County Teachers Association, NEA's sixth biggest local affiliate.

The sisters come from a family of teachers—and two have also married educators. Martha's husband is retired superintendent of a school system in Illinois, and June's husband is a teacher in Jefferson County.

A fourth Brown sister, Gwen Baldwin, has taught in St. Petersburg, Florida.

Missouri Basin Electric Power Cooperative

Q. Would a real man eat sausage quiche? **A.** Yes, if he'd made the sausage himself. **Q.** Where would he do that? **A.** Try Wheatland High School in Wyoming. That's in Marlboro Country. **Q.** Who is he? **A.** An Association member by the name of **Brian Cotterman.** He teaches voc ed and directs Wheatland's PEAK Processing program. **Q.** What do you mean by *processing?* **A.** Well, it starts with butchering—about 700 head of domestic animals and wild game a year. The rest consists of cutting, wrapping, pricing, and labeling meat. **Q.** What does *PEAK* mean, or shouldn't I ask? **A.** You shouldn't ask; the students named the program themselves. **Q.** I'll ask anyway. **A.** It means "Professionally Educated Animal Killers." **Q.** Oh. Who are these—uh—students? **A.** About 50 young Marlboro persons of both sexes go through the program every year. Some are learning disabled. Many qualify for real jobs in the meat processing industry when they graduate. **Q.** You say they make sausage? **A.** Yes. Cotterman says, "Our summer sausage is the best made west of Milwaukee. And I'm from Milwaukee, so. . . ." **Q.** Do they make anything else exotic? **A.** Yes, if you think pepperoni and jerky are exotic. Cotterman also says two students made a non-sugar summer sausage for diabetics this year. **Q.** Can I get the recipe? **A.** Sure. Send a stamped, self-addressed envelope to Derrick Dietz or Bill Kernan; the Wheatland ZIP code is 82201. **Q.** You never said whether they make quiche. **A.** Look, that's your hang-up. So far as I know they never think about it.

Missouri Basin Electric Power Cooperative

TEACHER OF THE YEAR

Leroy Hay: Educator, Motivator, Association Activist

Manchester, Connecticut, English teacher Leroy Hay describes his teaching style as "informal but based on mutual respect." He has been named 1983 Teacher of the Year in a national competition sponsored by Encyclopedia Britannica Companies, the Council of Chief State School Officers, and *Good Housekeeping* magazine.

A 17-year teaching veteran, Hay is a past president of the Manchester Education Association.

He's a natural teacher, his colleagues at Manchester High School say, with a gift for motivating the unmotivated and grooming the talented for success.

When notified of his selection as Teacher of the Year, Hay called it "a great honor to be chosen to represent the teachers of America."

"I'm a teacher advocate," he declares. "And I know teachers are working harder than ever. I'm looking forward to representing their concerns as Teacher of the Year."

His teacher colleagues, students, and administrators seek Hay's counsel and wisdom on a daily basis. School districts throughout Connecticut and Massachusetts have called on him as a consultant on the future of education.

Mike Lydick

His fellow Association members join Manchester's school board in applauding Hay's ability to "hold together" the local teacher bargaining team, on which he has repeatedly served.

"He keeps his cool," bargaining team members report. "He doesn't let his emotions outweigh his intellect."

"With him," says a board member, "collective bargaining is at its best. There is no 'black-and-white-hat' hostility. He won't give up what he believes in, and he may go to the deadline, but he makes the term 'honorable opponent' real."

Hay was born and raised in the small agricultural city of Cortland, N.Y., where the local schools and a teacher college were the central focus of the entire community.

As a child, he was constantly reminded by his father, a factory worker, that education would be his one chance to avoid spending his life in the heat and dirt of a factory. Higher education, which had eluded his grandparents and parents, was the symbol of a good future in the Hay household.

Hay received his B.A. degree from the State University of New York and his M.A. and Ph.D. from the University of Connecticut.

At Manchester High, he chairs the English Department, directs the drama group, and advises the Announcers Club.

With his keen interest in the future of education, Hay believes firmly that schools must be dynamic institutions, changing and adjusting with the times.

"Education can no longer be answer-oriented when today's and yesterday's knowledge will be overshadowed by the day after tomorrow's," he maintains. "Instead, education must become *question*-oriented. Learning to ask the right question in the right form may well become the most basic part of education in the 1990s and beyond."

Lynn Israel

It just goes to prove, when you know your stuff it shows.

After making a presentation at a regional math conference, Association activist **Galen Howsare,** a math teacher at North Scott High School in Eldridge, Iowa, was approached by a sales representative from Houghton-Mifflin who asked if he'd be interested in writing a textbook.

During the next year and a half, Howsare collaborated with North Scott teacher **Julie Graham** and a University of Iowa instructor. Together they gave birth to a book with 35 different computer programs to help demonstrate various algebraic concepts. The three authors estimate they each spent at least 800 hours on the effort.

Entitled *Computer Activities, Algebra and Trigonometry Structure and Method, Book 2,* the text is a duplicating master book, which is used along with the regular text to show why students must understand algebra in order to work with computers.

Lessons in woodworking and mass production take on new meaning when the goal is to help Amerasian children in Korea, Thailand, and the Philippines, **Edward Canning** finds.

Canning is a woodshop teacher at Council Rock High School in Newtown, Pennsylvania. To get his students more "psyched up" about their studies, he formed the Council Rock Toy Company this winter with the help of several other teachers and more than 200 students in industrial arts, graphic arts, mathematics, fine arts, and home economics. The Council Rock student executive board threw in $350 for raw materials.

Together the teachers and their students handcrafted 100 wooden cradles and 100 cloth dolls and sold 80 percent of them to raise money for the Pearl S. Buck Foundation—an organization that helps mixed-race children left behind by U.S. servicemen throughout Southeast Asia.

Brad Bower

Bill Johnson

Mississippi Association of Educators

Just teaching about politics in her American and state government classes at Tupelo High School isn't enough for Mississippi Association of Educators member **Minnie Armstrong.** She's politically active *outside* the classroom, too.

She serves as treasurer of the county and state Democratic Party, as a member of NEA's resolutions committee and MAE's board of directors, and as executive secretary of the state social studies council. Two years ago, she compiled a voter registration/political awareness pamphlet for teachers and others in the community.

Where does all this lead? Back to the classroom. Armstrong recently developed instructional materials that use photography to teach students about politics and citizen participation. This latest project made her one of the semi-finalists in the NEA/Kodak "Cameras in the Curriculum" program.

RESOURCES

Book Beat

Teenage Rebellion: A New Way To Cope

Toughlove is the book that became famous for allegedly advising parents to kick their rebellious teenagers out of the house. That's not quite what the authors say, but more on that issue later.

Toughlove describes a self-help program of the same name that the Yorks, who are professional therapists, developed

TOUGHLOVE
By Phyllis and David York and Ted Wachtel.

(Doubleday. 210 pp. $12.95)

to deal with the antisocial behavior of their own teenage daughters, one of whom was arrested for robbing a drug dealer.

Finding that tolerance and understanding—attitudes they had always recommended to parents of other unruly children—did not lead to improvement in their children's behavior, they came up with a new approach and named it *Toughlove*.

The main principle of *Toughlove* is that children who won't get along with their families, who act out in school, who abuse drugs, must learn to take responsibility for their own actions. The child who has enough money to "score" pot on Wednesday but not enough for a car payment on Friday must be allowed to realize the results of his or her choice.

Parents who try to protect their child from folly—by coming up with the car payment, for example—are the ones likely to have a problem child. Such parents may feel angry at being used by their offspring, but they also feel guilty for having raised an inept child and are terrified of the consequences of the child's actions. Consequently, they are tempted to give in when they shouldn't.

The Yorks say that these parents must learn that giving their child a "bottom line" and sticking to it is often the only way of getting back control of the household. It may also be the only way to save the offending child.

To enlist help for parents from outside as well as inside the family, the Yorks and coauthor Ted Wachtel designed a mutual support system through which parents of out-of-control children meet together regularly. They decide on tactics for responding to challenges, sometimes actually dealing with each other's children.

As to kicking kids out of the house, that tactic is featured in only one of the dozens of cases the book describes. And in that instance the child, who was an 18-year-old alcohol abuser, was given the choice of living by the rules of the house or leaving it.

More common are cases where parents send their child to the home of another support group member until they can work out a contract with the youngster that will allow him or her to return home.

Some children of *Toughlove* participants, whom the book quotes, fault the program for being simply a technique by which parents, support group members, neighbors, and social workers (agency staff frequently get involved) gang up on kids to enforce the parents' will. But anyone who takes this seriously has not been down the road with a loved one who seems bent on becoming permanently unlovable.

Reviewed by Charles L. Head, science teacher, Hillcrest High School, Dallas, Texas. Through his Discipline Committee, Head helps students come up with alternative solutions to their problems.

TV Tips

NEA recommends the following broadcasts to members, students, and their families in the weeks ahead:

The Disney Channel—*cable TV, 16 hours a day, seven days a week. (Ask your local cable operator when the channel will be available in your community.)* This new "family" channel offers the complete Disney library, plus original entertainment and information programming for Disney fans of all ages.

Great Performances—*PBS, Mondays at 9 p.m. ET.* Dramatizations of four works by Mark Twain: May 9, *Innocents Abroad;* May 16, *Life on the Mississippi;* May 23, *The Mysterious Stranger;* May 30, *The Private History of a Campaign That Failed.*

Sons and Lovers—*PBS, seven Sundays beginning May 15, 9-10 p.m.* "Masterpiece Theatre" dramatizes D. H. Lawrence's autobiographical novel.

John Denver and the Muppets—*ABC-TV, an evening in mid-May, 8-9 p.m. (check local listings for air date).* If you like "warm fuzzies," you'll love this one.

The Different Drummer: Blacks in the Military—*PBS, three Wednesdays beginning May 18, 8-9 p.m.* Series explores the role of Blacks in U.S. military service from 1765 to the present.

Big Bird in China—*NBC-TV, Sunday, May 29, 7-8:30 p.m. ET.* Part adventure story, part treasure hunt, part love story, part travel tour.

CPT explains what happens after your administration office buys a word processor.

Schools and universities across the country, caught in the double bind of rising costs and declining enrollments, are turning to word processing to simplify administrative tasks.

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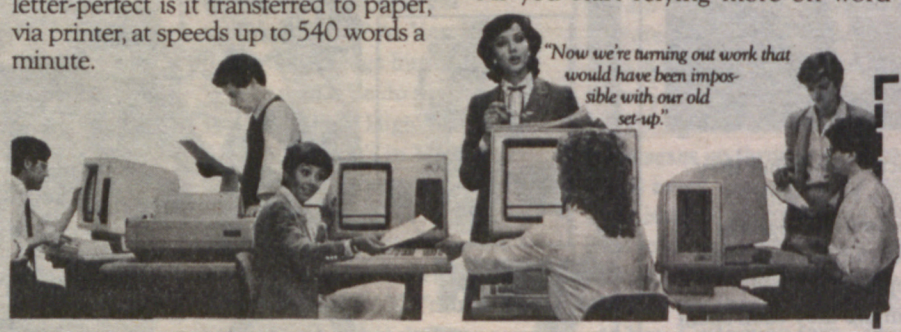

Best yet, you'll have a permanent record of what's been typed, stored on a magnetic "floppy" disk, so revisions are a breeze. And these electronic files are a significant improvement over bulky (and costly!) paper files.

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RESOURCES

Idea Exchange

If (and Only If) The Shoe Fits . . .

Teachers in Naugatuck, Connecticut, spent a day in each other's shoes this year—with differing degrees of fit.

When 18 teachers at the Central Avenue Elementary School switched jobs, a few decided to explore their borrowed specialties as possible permanent careers.

Others, like fifth grade teacher Jennifer March, came to appreciate their own assignments more than ever. March, who had suggested the exchange, ended her day in kindergarten certain that the primary grades weren't for her.

"It took courage," commented principal Regina Birdsell, an NEA member. "Especially for the teachers who have been in the same grade for a long time. But they ventured out, and they gained new respect for one another."

The Central Avenue teachers found the experiment so stimulating that they're now thinking about an exchange with a middle school or high school.

Lifesaving Study

"Logical decision making and action are what education is all about," says Eileen Pocius, who teaches small groups of gifted students at four schools in Scranton, Pennsylvania.

Last November, her 52 seventh and eighth graders studied drunk driving as a community problem.

They began by discussing their own opinions of the right punishment for drunk drivers. Then they read newspaper and magazine articles on the issue and talked to a spokesperson from MADD—Mothers Against Drunk Drivers. The youngsters were amazed at how lax their state laws seemed to be.

They composed 30-second radio spots, designed billboards, and wrote letters to their legislators. Wonderfully, many of the letters were answered—and the Lackawanna County Drug and Alcohol Abuse Commission plans to use the student-written public service messages in a media blitz as prom time approaches.

Visitation Writes

Children can more easily absorb what they learn by writing it up in their own words. That's one reason Rebecca Graves of Burlington, North Carolina, has her fifth graders at Smith Elementary School write travel brochures before they go on a field trip.

First the class discusses the place they'll be visiting. Then students do their research, often writing letters to ask for information. Finally—working alone, in pairs, or in groups—they organize their facts and ideas and write the brochures. (The teacher writes one, too.) Graves says the process usually gives students a clear idea of what to look for on the trip.

When the trip is over, students may either hand in their brochure as is or revise it to include what they've just learned. The finished brochures are displayed in a rack donated by a local newsstand. Students often add brochures on their own when they go on a family trip.

Reading Stories to Kindergartners Helps Students' Image

"Special education is exactly that—an education that's special," says Connie Connely of Catoosa (Oklahoma) Elementary School.

Almost two years ago, she set out to prove her contention to anybody who thought her Educable Mentally Handicapped (EMH) students couldn't learn. Now volunteers (mostly in grades 2 through 4) from Connely's class read to the school's kindergartners.

Usually a volunteer picks a story to read, rehearses it, and reports to a kindergarten class at a prearranged time. Some readers tape their stories for a classroom listening center. The stories range from fairy tales to selections from reading books. The volunteer may read to the whole class or to a small group.

Connely and her class sometimes make flannel board pictures to illustrate the stories. One child made a filmstrip and a board game to teach the letters of the alphabet.

Both the EMH students and Catoosa's "regular" students, Connely reports, have developed a new respect for what "special" students can do.

Arresting Restlessness

A class of learning disabled students can be a restless one, but Jeanne Allen of Los Angeles has found ways to keep hers on task. Allen teaches English, world history, math, and language arts at Paul Revere Junior High School.

She uses a timer to mark off task periods, working up from two to five minutes. At the end of each period comes a reward—perhaps a special activity or an opportunity to make a choice.

In math, Allen may have students warm up for a lesson by copying and solving 10 problems from the board. She'll also dictate numbers to improve listening skills.

Allen hands out *E for excellent* checks to those who have done best—and later records on report cards how many each student has earned.

The structured activities and immediate rewards settle the students down, Allen says, and make them pay attention.

If you're using a classroom activity that you think other NEA members might like to know about, please send a description to Idea Exchange, *NEA Today*, 1201 16th St., N.W., Washington, DC 20036.

Free or Inexpensive

STUDY AIDS

Study Smarts: How To Learn More in Less Time. Judi Keselman-Turkel and Franklynn Peterson. Paperback. Gives college or college-prep high school students pointers on how to cut reading time in half, preview lectures and prethink seminars, never study anything the same way twice. 1981. 85 pp. $2.70. Contemporary Books, Inc., 180 N. Michigan Ave., Chicago, IL 60601.

LANGUAGE ARTS

Insight: The Substance and Rewards of Teaching. Herbert Kohl. Paperback. Presents a selection of Kohl's columns in the late *Teacher* magazine on such topics as reading, writing, history, and motivation. 1982. 247 pp. ISBN #0-201-04407-2. $9.95. Addison-Wesley Publishing Co., Sand Hill Rd., Menlo Park, CA 94025.

RECREATION

American Bike Month School Kit. Package includes posters, stickers, resource lists, and safety information to help youngsters celebrate American Bike Month in May. Ten-item kit, $3 postpaid. Bicycle Federation, Suite 309, 1101 15th St., N.W., Washington, DC 20005.

WOMEN'S RIGHTS

The Proposed Family Protection Act: Its Implications for Sex Equity in Higher Education. Project on the Status and Education of Women. Memo. Analyzes the impact on women faculty and students of the proposed Family Protection Act, which conservative lawmakers have introduced in the last three Congresses. 1982. 2 pp. $1. Bulk rates available. Project on the Status of Women, Association of American Colleges, 1818 R St., N.W., Washington, DC 20009.

HIGHER EDUCATION

Studying Student Attrition. Ernest T. Pascarella, editor. (New Directions for Institutional Research, #36.) Paperback. Illuminates some of the angles on dropping out of college, including interventions designed to help students stay in school. 1982. 104 pp. $7.95 prepaid (Calif., D.C., N.J., N.Y. residents add appropriate sales tax). Jossey-Bass, Inc., Publishers, 433 California St., San Francisco, CA 94104.

HEALTH

Sing About Health. Words and music by Barbara Walls. Classroom teacher Walls offers five songs about nutrition and health for children in pre-school through primary grades. Booklet (11 pp.) and audiotape cassette, $7.95 postpaid. (Calif. residents add 6 percent sales tax.) Spanish language version is available at the same price. Sing About Health, P.O. Box 263, Ukiah, CA 95482.

CAREER/VOCATIONAL EDUCATION

The Career Education and Financial Aid Guide. Robert L. Bailey. Paperback. The director of admissions at the University of California, Berkeley, tells high school and college students as well as adults how to think about choosing a career and how to obtain—and pay for—appropriate training. 1982. 209 pp. $7.95. Arco Publishing, Inc., 215 Park Ave., S., New York, NY 10003.

ECONOMICS

Economic Education Experiences of Enterprising Teachers. Joint Council on Economic Education (JCEE). Paperback. Contains condensed versions of prize-winning lessons developed by some 20 elementary and secondary teachers to teach economic concepts. 1982. Vol. 19 (based on 1980-81 entries). 126 pp. $2.25. JCEE, 1212 Avenue of the Americas, New York, NY 10036.

RESEARCH APPLICATIONS

What Research Says to the Teacher. Booklets. NEA Professional Library has added five new titles to this continuing series.

Cooperative Learning: Student Teams (#1055-8-OD).

Language Skills in the Classroom (#1056-6-OD).

Motivation (revised edition) (#1042-6-OD).

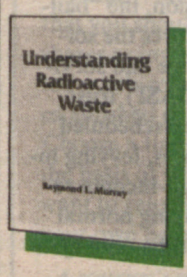
Parent-Teacher Conferencing (#1057-4-OD).

Questioning Skills, for Teachers (#1058-2-OD).

32 pp. each. $2 each. All five titles, $7 (using stock #0953-3-1D instead of the above numbers). NEA Professional Library, P.O. Box 509, West Haven, CT 06516.

SCIENCE

Understanding Radioactive Waste. The product of a contract with the U.S. Department of Energy, this booklet is a nuclear scientist's attempt to present the facts on this controversial topic impartially. 1982. 117 pp. $10 prepaid (or send purchase order). Discounts are available for bulk orders. Battelle Press, 505 King Ave., Columbus, OH 43201.



YOU AND THE LAW

Cases Before Supreme Court Raise Tough Job Discrimination Questions

Discrimination in employment used to be a given. If you were the "wrong" color or sex, you weren't hired. And if you were hired, you weren't promoted.

Things have changed. Women and ethnic minorities still remain woefully underrepresented in many different types of jobs, but there has been progress. Laws now prohibit discriminatory employment practices, and affirmative action plans in hiring and promotions have helped to start erasing the effects of past discrimination.

Unfortunately, that progress is now in jeopardy. Economic hard times have stalled the fight against employment discrimination—and raised difficult new questions about basic employee rights and protections.

These are questions that have no easy answers.

When hard times hit, for instance, what should happen to minority employees hired through affirmative action programs that were designed to remedy past unlawful discrimination? Should these minority employees—often the last hired—be the first fired, as any strict seniority system would dictate? Or does a federal court have the authority to give these threatened minority employees preferential treatment in layoff situations?

These fundamental questions are now before the U.S. Supreme Court in two controversial cases that involve the 1981 layoffs of Boston police officers and firefighters. NEA, in a friend-of-the-court brief filed earlier this year, urged the high court to sustain the federal courts' authority to use racial preferences—in appropriate circumstances—to remedy the effects of unlawful past discrimination.

The Boston police and firefighter cases have implications for all public employees, and the two cases have received widespread—if somewhat simplistic—media coverage. Some commentators have billed the Boston cases as a contest between "seniority" and "affirmative action."

The facts of the matter, as usual, are a little more complex.

In 1970, unsuccessful minority applicants for jobs in the Boston police department charged that the department had unlawfully discriminated against minorities. At the time, almost a quarter of Boston's population was minority, but minorities made up only around 2 percent of the Boston police department.

A federal court heard the case and found that there had indeed been unlawful discrimination. A court-approved consent decree ordered the police department to take affirmative steps to raise the minority percentage of police department employees.

Two years later, similar discriminatory practices were

found in the Boston fire department. A federal court once again approved a consent decree that ordered affirmative action steps to remedy the effects of past hiring discrimination.

The court-ordered affirmative action plans quickly made a significant difference. By the end of the decade the minority percentage of Boston police had jumped from 2.3 to 11.7 percent. In the fire department, progress was even more compelling. The minority percentage of firefighters rose from 0.9 to 14.7 percent.

But in 1980 affirmative action hiring in the public sector suddenly became a dead issue in Massachusetts. The state's voters approved "Proposition 2½"—a severe tax limitation measure inspired by California's "Proposition 13"—and within a year local governments in Massachusetts were facing huge revenue shortfalls. In 1981 the Boston police and fire departments announced plans to begin large-scale layoffs that followed the seniority requirement of the Massachusetts civil service law: last hired, first fired.

The plaintiffs in the earlier lawsuits immediately challenged the layoff plans in court. They pointed out that the first round of planned layoffs would cut the minority police percentage almost in half. The second round of planned layoffs would, if allowed, knock minority employment levels in Boston's police and fire departments almost down to the percentages that existed in the early 1970s.

The layoffs as initially planned never took place. A federal district court ruled against any layoff plan that brought the minority percentage of the police and fire department workforces below what it was before the layoffs began.

As a result of the federal court's order, no minority police or fire department employee hired before 1978 was laid off. White employees hired after 1972 were laid off.

Eventually, all the laid-off employees were called back to work, but the federal court order, in the meantime, was appealed all the way up to the Supreme Court.

NEA's friend-of-the-court brief in the Boston cases points out that prohibiting discriminatory practices won't by itself end the underrepresentation of minorities in a workforce. Affirmative action—some sort of preferential treatment—may be necessary to offset past discrimination.

Who should decide what affirmative action may be necessary? That decision, NEA believes, is best made at the local level, through good-faith bargaining between employer and union to develop mutually acceptable guidelines.

But there is an exception. Where a federal court has found that there has been unlawful discrimination, it must have the authority to remedy that discrimination, even if that means altering a seniority-based layoff system and affording protection to minority employees who were not themselves victims of unlawful discrimination.

And that's the crux of the Boston police and firefighters layoff cases.

The inherent value and importance of seniority—and affirmative action for that matter—aren't at issue in the Boston cases. NEA remains fully committed to both principles: seniority as the best buffer against arbitrary and capricious employer behavior and affirmative action as an essential element in any serious effort to undo the effects of past discrimination.

The Supreme Court decision in the Boston cases is expected late this spring.

—Sam Pizzigati

YOU AND YOUR RETIREMENT

What the Social Security 'Rescue' Law Will Mean

Congress approved legislation in late March that will guarantee future Social Security benefit payments regardless of changing economic conditions. The new law will affect all NEA members—even those in the 12 states where public employees are not covered.

Incorporating most of the changes proposed by a bipartisan national commission, the "bail-out" package restores the solvency of the old age and survivors insurance (OASI) trust fund by moving up scheduled payroll tax increases, levying income taxes on high-income recipients, and delaying normal retirement benefits beginning in the year 2000.

During the year-long study of the ailing system, NEA worked with the Save Our Security (SOS) Coalition—an organization of about 100 national groups—to turn commission and congressional opinion away from the radical cuts proposed by President Reagan in 1981. These would have reduced early retirement benefits and decreased the percentage of pre-retirement pay that Social Security replaces.

The bill that finally emerged from Congress raises $165 billion over the rest of the decade to shore up the system. This massive savings was realized by—

- Delaying the annual cost-of-living adjustment from July 1983 to January 1984 (and making it each January thereafter).
- Taxing half the Social Security benefits received by individuals with more than $24,000 total income ($32,000 for married couples filing jointly).
- Bringing all new federal employees and all workers in nonprofit organizations under the Social Security umbrella.
- Accelerating already scheduled hikes in the Social Security payroll tax that employers pay.
- Creating a "fail-safe" funding mechanism that will tie cost-of-living increases to the previous year's rise in wages or prices (whichever is lower) whenever trust fund reserves dip below 20 percent of a year's allocations. Cost-of-living increases are currently tied to prices.

The age for receiving full retirement benefits will be raised from 65 to 67 gradually between the years 2000 and 2027. The legislation requires the Secretary of Health and Human Services to study the impact this change will have on workers with poor health or physically demanding jobs.

The House and Senate compromised over one provision of keen interest to NEA members—the pension offset. This provision—in effect for men since 1977 and scheduled to cover women as of July 1—says that retired public employees not covered by Social Security themselves but eligible for Social Security spousal benefits will have those benefits reduced dollar for dollar by the amount of any government pension they collect.

The final position agreed on by Congress subjects both men and women to a two-thirds offset effective July 1, 1983. That is, for every three dollars paid by a government pension, the recipient will lose two dollars from the spousal benefit. NEA will continue efforts to repeal this discriminatory offset entirely.

Under new provisions for Medicare, the federal government will pay all hospitals the same basic amount, fixed in advance, for treating any patient with a particular diagnosis. (Previously, Medicare paid whatever "reasonable and customary costs" hospitals charged.) Over the next three years, payment rates will be set within the nine federal census regions, after which national rates will be established.

NEA sought—and will continue to seek—guarantees that no patient will be turned away and that doctors as well as hospitals will be required to agree to prospective reimbursement rules.

—Vicky Lytle

Correction on NEA-R Dues

Budget constraints have not forced NEA-Retired (NEA-R) to change its dues policy for life members as was reported erroneously in last month's issue. The $25 discount was a limited special offer, which expires May 31.

Beginning June 1, life members will pay for NEA-R memberships at the following rates: new retirees and those retired up to one year, $100; retired one to five years, $75; and retired more than five years, $50.

PERSONALLY SPEAKING

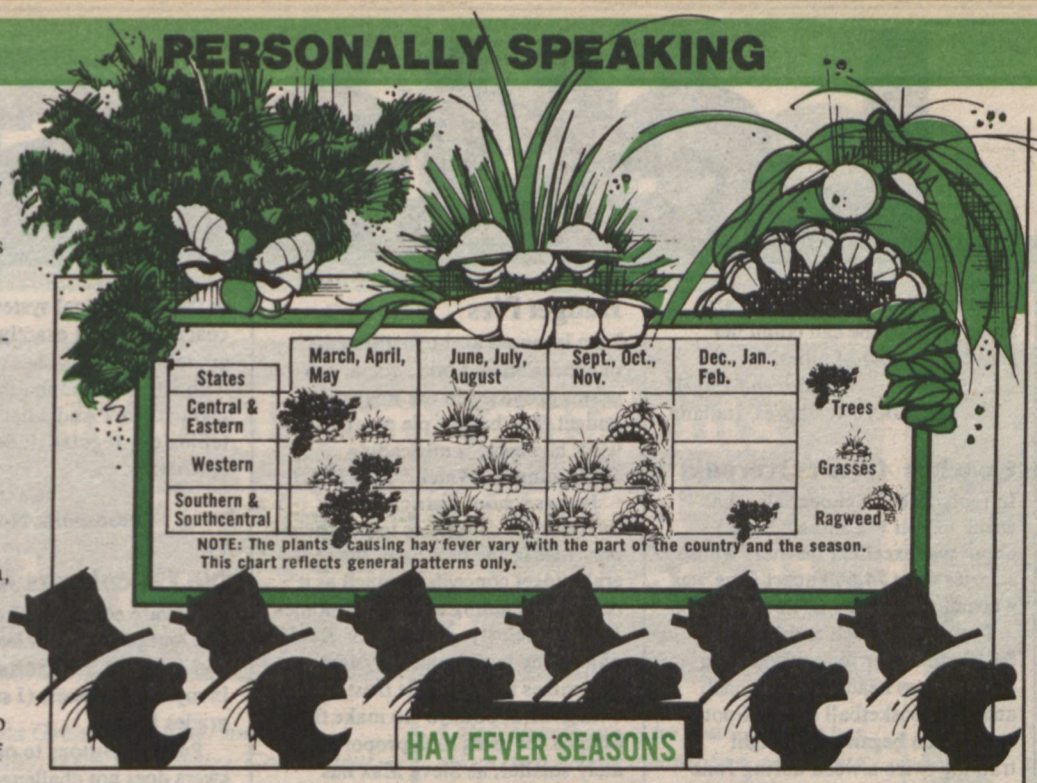
HEALTH

Are You a Hay Fever Sufferer?

Hay fever isn't caused by hay—and it doesn't cause a fever. Hay fever, or "summer cold," is an allergic reaction to tree and plant pollens and mold spores.

More than 14,000,000 Americans—1 in 15—suffer from some form of hay fever. The familiar symptoms include sneezing, stuffed-up noses, swollen and itchy eyes, and scratchy throats. For most people hay fever is only a nuisance, but victims may develop bronchial asthma, upper respiratory infections, sinusitis, and nasal polyps. Hay fever is responsible for millions of lost work days each year.

To most people pollen is a completely harmless substance. But in those who are allergic, repeated exposure causes the production of antibodies, which accumulate on cells in the nose, eyes, and bronchial tubes. It may take months or even years to form enough antibodies to produce symptoms. Once enough have formed, further contact with pollen leads to hay fever, asthma, or both.



Hay fever that begins in the spring is usually due to the pollens of trees. Late spring and early summer allergies are usually caused by grasses, and the infamous ragweed is the culprit in most late-summer hay fever cases. Some people suffer year-round hay fever, which may be caused by nonseasonal allergens such as cosmetics, dust, feathers, animal dander, molds, and even food. No two cases of hay fever are the same, however, and to be sure of the cause an allergy specialist will carefully examine your family medical history, review your living habits, and maybe perform skin tests.

What can you do if you suffer from hay fever? One obvious tactic is to avoid the pollen you're allergic to. Many hay fever victims have learned to plan their vacations around their allergies. Remember that whatever pollen or mold sets you off, there's bound to be more in rural and suburban areas than in the city. Driving, particularly in the open country and with the windows open, will expose you to more. There's less pollen at night—and less around large bodies of water.

Air conditioning and electrostatic precipitators (air purifiers) can give relief while you're indoors. Antihistamines also help some people, especially with milder cases. Many different types of antihistamines are available, so it might take a little experimenting to find the right one. For ragweed hay fever, which is usually the most severe, it may be necessary to combine antihistamines with decongestants to reduce nasal swelling.

Remedies such as eye drops and nose sprays can be helpful but shouldn't be overused. Nose sprays, in particular, can actually make hay fever worse if used too frequently. Some nose sprays are too strong for children, so check with your doctor first.

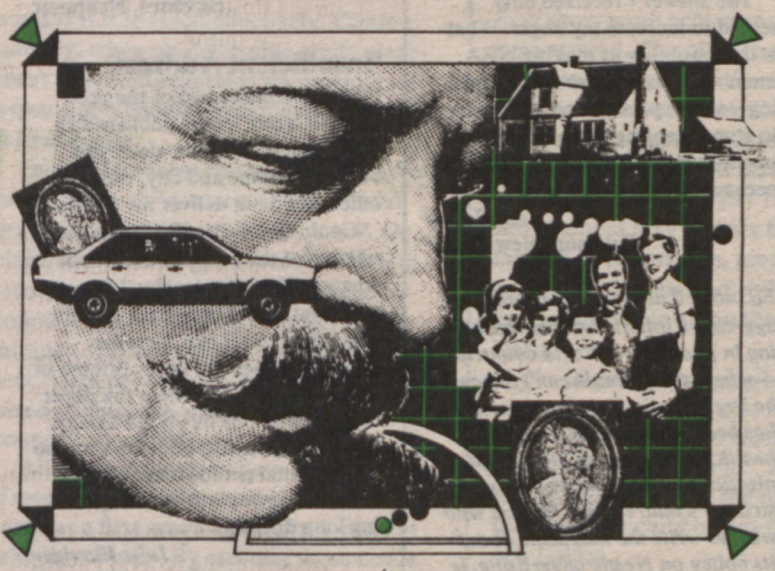
Immunizing injections and steroid hormone drugs are used to treat persistent and severe cases of hay fever. Your doctor will decide whether your allergy would benefit from either treatment.

The Asthma and Allergy Foundation of America produces several pamphlets on allergies, including one on hay fever and one called "Tips for Teachers" on allergic children in the classroom. These pamphlets cost 50¢ each for postage and handling and can be ordered by writing Asthma and Allergy Foundation of America, 9604 Wisconsin Ave., Suite 100, Bethesda, MD 20814.

—NEA Special Services

MONEY

Wills: Who Needs One?



Everyone has an estate. It's the same thing as *net worth*—that is, all that you own, plus all that is owed to you, minus all that you owe. And although you can't take it with you, you *can* decide where it's going to go.

You do this with a will, a legal document that tells how your estate should be distributed.

You may think you have no need for a will. You may have designated a beneficiary for your life insurance or indicated on your bank book or the deed to your house who has the right of survivorship.

But these "will substitutes" may not cover all your assets. You need to consider, too, that the individuals who are to benefit from them may not survive you. Consequently, if you die without a will, some of your estate may be parcelled out under the laws of intestacy. This means that the laws of your state—not you—will decide who gets your property.

If distributing your assets were your only concern, then a combination of will substitutes and the intestacy laws might just get you by. But a will can also help you accomplish all sorts of other objectives, such as—

- Provide for members of your family who have special needs, such as a spouse or child who is handicapped or who can't properly manage money or property.
- Appoint a guardian of your choice for your children.
- Designate special property, such as Aunt Minnie's brooch, to pass separately from the rest of your property to particular individuals you know will cherish such heirlooms.
- Make gifts to charities of your choice.
- Prevent your estate from being paid over to the state (called *escheat*) if you die without a will and none of the relatives named in your state's intestacy laws survives you.
- Appoint an executor (or personal representative) of your choice to administer your estate.
- Make probate—the legal establishment of the validity of a will—more convenient and reduce the costs of administering your estate.
- Minimize state and federal estate taxes.

You should probably have an attorney, estate planner, or financial planner formulate an estate plan for you. This will include your strategy for building up as well as passing along your estate. Making or reviewing such a plan will help you see whether you in fact need a will.

Preventive advice and counseling can help you avoid pitfalls that may be costly to your survivors—in psychic energy as well as money.

—Barry M. Nudelman, Esq., Bulman, Dunie, Burke & Feld, Chartered, Bethesda, Md.

LEISURE

Be Cautious About Resort Time-Sharing

How would you like to have your own vacation place in Hawaii or on the French Riviera? If that sounds like a pipe dream, then you probably haven't heard about "time sharing"—currently one of the hottest new concepts in the real estate market.

Time sharing lets you purchase the right to use a condominium, campground, or other vacation facility for one or more weeks each year. One-time fees range from $2,000 to over $20,000, depending on location and season. In addition, there are annual maintenance fees that now average $150 per share.

The advantage of time sharing is that it allows you, in theory, to lock up future vacations at today's prices. But time sharing has many drawbacks. It's often difficult to sell or trade your share, which could put you in a bind if you decide your purchase was a mistake. Also, you must take your vacation at the same time each year, whether that turns out to fit your schedule or not.

If you're interested in a time share, here are some important points to keep in mind:

- Choose a place you know you'll want to return to year after year. Also, make sure you can afford to travel there every year.
- Buy peak time at a popular resort. It may be the most costly, but it will increase your chances of being able to sell or trade the share if you need to.
- Carefully research the reputation of the developer and the future potential of the resort. Most states have few or no laws regulating time shares, so you're usually on your own. Unscrupulous companies have been known to sell the same week in the same vacation unit to as many as five different buyers.
- Have your lawyer review the purchase contract to make sure you're protected if the developer defaults on his loans or is sued by a third party.

Finally, most experts agree that you should *not* buy time shares as investments—there's too much competition and no established resale market. Choose a time share solely on the basis of whether you would want to return every year for your own enjoyment.

A consumer's guide to resort time sharing is available from the American Land Development Association's National Timesharing Council, 1000 16th St., N.W., Suite 604, Washington, DC 20036, for $1 (send a self-addressed stamped business envelope).

—NEA Special Services

Letters

INSIDE NEA Today
Parents wonder why I moonlight, but when we talk about my teacher salary, it's not hard for them to understand.
See story on page 4

'I'm Impressed!'

After picking up your April issue, I found that I could not put it down—it kept my interest for over an hour. I plan to spend another sitting with this issue, which I would have to rank as one of the most informative and interesting single publications I have ever read in my 20 years in education—16 as a classroom teacher and four as a high school principal.

I'm sure glad that my wife is teaching again so I can borrow her *NEA Today* on a regular basis. It would be nice if your paper were available on a yearly basis to principals, superintendents, and others, and not restricted to NEA membership alone. The articles I read were for educators of all levels.

Congratulations on a fine publication. Keep it up!

Thomas M. Witherow
Borup, Minnesota

Debater of Many Talents

Bob Berndt's negative response to April's "Debate" question, "Should schools ban 'junk food' from cafeterias and vending machines?" clearly showed us a multi-talented educator.

Imagine, drinking 24 ounces of Pepsi while holding his tongue firmly in his cheek!

Mary Ivey
Virginia Beach, Virginia

Ill-Chosen Comparison

In your April "Debate," Julie Williams compared "the choice between a well balanced lunch and a cupcake, ice cream and chips" to one "between math and physical education." This analogy between physical education and sugary foods lacking nutritional substance trivializes the subject.

Too many colleagues—ones who probably still refer to physical education as "gym class"—fail to appreciate that the body of knowledge in the science of movement draws from subjects accepted as "academic": anatomy, physics, and physiology.

The physical educator can be the greatest reinforcer of sound nutritional practices, as students often experience first-hand the effects of the junk food habit on their physical performance.

Physical education represents a legitimate item on the menu of subjects necessary for a well balanced academic diet. Williams slighted—although probably unintentionally—the professionals among whom she can count her greatest number of allies.

Maureen Connell
Beverly Shores, Indiana

Coaches *Aren't* Overpaid

In reply to Mr. Schoenhals who wrote to you ("Letters," *April*) about two excellent teachers whose salaries were $4,600 apart (one was a coach, the other was not)...

I too am a coach and I made $4,500 this year for my coaching duties. I was head football coach and head basketball coach. Football season began with weight training twice a week during June and July. Twice-a-day practice began in early August. When school started, daily practice generally ran two hours; an additional hour was spent with my assistants, preparing for the next day's practice and the next week's opponent.

The football season ended in late October; in early November we began basketball practice. We played a 25-game varsity schedule, plus 12-game junior varsity and 10-game freshman schedules. A week-long Christmas tournament kept me from visiting with my family.

I teach because I love my special education students; I coach because I love my players. Coaches earn every cent of their extra pay, and many have sacrificed personal benefits for what many times is a thankless job.

I agree that all teachers are underpaid, but so are coaches. I get a little angry sometimes when people make judgments without knowing the full story.

David Elliott
Fulton, Kentucky

Migrant Student Records

Evidently the person who wrote "For 700,000 Migrant Children, Computers Smooth the Way" (*March*) has never worked in a district where the Migrant Student Record Transfer System has been implemented.

We find it a costly and ineffective process. In my estimation, the MSRTS is one of the largest boondoggles that I have ever had the misfortune to experience.

Twenty percent of the students in this district are migrant, and you'll find almost unanimous agreement by the staff that the forms aren't worthwhile and the staff time (money) could be better utilized directly with students.

William H. Pollard
Salinas, California

Ed. note: Our MSRTS article was based on information from the system's users and staff, as well as from the U.S. Education Department and state directors of migrant education. MSRTS forms are designed and updated by users—state and local health and education staff who work with migrant children. The system is only as good as you and other users make it.

We understand the cost of processing any quantity of records on a migrant child to be about $4 a year—hardly an extravagant expenditure.

Budget Pies

I am incensed at the further cuts in education and other social programs proposed in the Reagan budget. The budget pie chart you used, however, is misleading ("Washington Watch," *Jan.-Feb.*).

Just as school districts define their budget categories to put their priorities in the best light, the federal budget conceals as much as it reveals. Including trust fund monies (Social Security, etc.) is "the result of a phony bookkeeping system that mixes untouchable trust funds with general outlays" to make the billions for arms look proportionately smaller, as Steve Max has pointed out.

In your (and my) battle to get more money budgeted for education, we will have to confront the military part of the budget as wasteful, reckless, and ultimately security-threatening spending.

Joe Cohen-McLaughlin
Los Angeles, California

Sports vs. Academics

Do high school sports get too much emphasis? The answer to your question ("Debate," *Jan.-Feb.*) has to be yes.

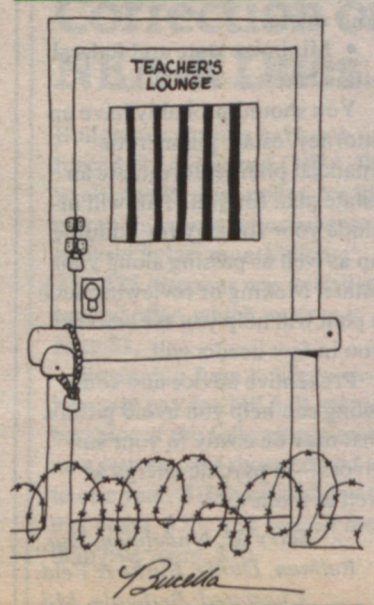
As a physical education teacher and a coach, I have been in a constant struggle over this dilemma for 12 years. I've observed my colleagues being given extra duties or transferred around the system at will, because they do not coach. I've seen many good teachers let go due to decreased school population, then seen new coaches hired during that same year.

I've seen coaches who may only "teach" (and I use that term very, very loosely) one or two classes per day, yet receive the same salaries as those with five or six classes. I've seen athletes put into "special classes" and given "special privileges."

I am no longer a teacher/coach. When I informed my principal that I was resigning from coaching in order to fully devote myself to teaching, I was told, quite vehemently, that if I quit coaching, I could find a job elsewhere.

It was at that moment that I fully realized exactly what all of this really means—my true value to the educational system was as a coach. Isn't that exactly what we are telling our coaches and athletes with all of the emphasis we are giving them? And what are we telling our regular students and teachers?

Carolyn F. Stutts
Greensboro, North Carolina



No Calculators Allowed

Hardware educational material is fine, but people *must* learn to think and reason. Calculators are a no-no in my math classes. (I substitute in grades K-12.)

Pushing buttons to obtain answers does not challenge a student's ability to think and reason, resulting in an inactive brain. I am a firm believer that anything that is not cultivated or exercised soon withers away.

Lenno C. Johnston
Pineville, Missouri

Nestlé Advertisements

As an NEA member, I have become increasingly angered by the full-page Nestlé ads that have been appearing in *Instructor* Magazine.

I wrote to the editor of *Instructor* reminding them of the NEA support of the Nestlé boycott and pointing out that most of *Instructor*'s subscribers are probably NEA members. I said I did not expect the magazine to support the boycott but that accepting these ads and helping the company increase its sales seemed like an insult to those teachers who do support it.

The answer I received only served to increase my anger. What is the feasibility of making NEA members aware of what is happening—to put pressure on *Instructor* to stop accepting these ads and possibly to boycott the magazine if necessary?

Judi Cohen
Paterson, New Jersey

Ed. note: The Nestlé corporation's aggressive infant formula marketing in poor Third World countries—where the formula can't always be hygienically stored and used—has been strongly condemned by health, religious, and labor organizations around the world. Instructor's *address, for readers who wish to write the magazine about its policy on Nestlé advertising, is 757 Third Ave., New York, NY 10017.*

Silicon Valley Ironies

It is sad and ironic that here, in Silicon Valley, the most technologically advanced area of the richest state in the wealthiest country in the world, government financing of public education is inadequate, chaotic, and done on a very short-term basis.

It is ironic that schools are expected to ready students for entrance into the high-tech world growing up around them, but are being given a horse-and-buggy budget. And the amount of "hay" to be allocated can't even be forecast one year into the future!

The time has come to realize that education is a part of the social and economic infrastructure at least as worthy of adequate long-range financing as bridges and highways!

Unless there is a change of priorities, it will be too late, because every year a class is lost; and a decade of classes becomes a generation.

Forest Gerdes
Sunnyvale, California

Tuition Tax Credits: Yes

Reasons why tuition tax credits should be supported:

1. Because private schools have a right to exist.
2. Because monopoly generally breeds mediocrity.
3. Because parents should have the right of choice in regard to where and how their children will be educated, without having to pay double for their education.
4. Because of the declining basic academic test scores over the last 25 years in the public schools, accompanied by a rise in teenage sex activity, drugs, delinquency, and disrespect for public property and authority.
5. Because it is a crime against our children who have been trained in traditional American values and Judeo-Christian morality to be sent to the public schools to be deprogrammed into amoral, atheistic humanists.
6. Because private and parochial schools are doing a super job in educating their students for life in our secular society.

William B. Tucker
Hubbard, Nebraska

'Insufficient Address'

I tried to contact two of the people who wrote letters published in your March issue, but since you only print name and city, the post office could not deliver my letters.

Could the "Letters" section possibly print the name of the school where each writer teaches? Perhaps that would be a place that the post office could find. I realize street addresses are never printed in letters sections, but when the paper is a national one like *NEA Today*, there really should be some way the reader could get in contact with the letter writer without telephoning long distance!

Julie Blonigen
St. Cloud, Minnesota

Ed. note: Not many of our correspondents supply the name of their school. However, we do have home addresses in most cases and so can forward replies when requested—as we've forwarded the two you sent us. Obviously, we'd prefer that you reply to one another publicly, *via this page.*

What's your opinion? NEA members are cordially invited to use this page to exchange ideas with their 1.7 million colleagues around the nation. Correspondence should be addressed to "Letters," *NEA Today*, 1201 16th St., N.W., Washington, DC 20036.

Debate

Would some students be better served by *not* being promoted?

Mike Lydick

YES

Pamela Granucci and her husband, Timothy, teach in Cheshire, Connecticut —Pamela in the kindergarten at Chapman School, Timothy in the "Readiness" class at Highland School. Both are longtime NEA members. Tim has served his local Association as vice-president. Pam is currently president of the Kindergarten Association of Connecticut.

And in our school system we don't promote them. Every year we hold back about 30 percent of our kindergartners.

That may seem like a high retention rate, but these students are not failures at age six. Instead they are recipients of a gift of extra time between kindergarten and first grade. We give them a year to learn and grow in an added grade level that we call *Readiness*.

The Readiness program is the result of our way of looking at children. We believe that the school must concern itself with a child's development in all areas if it is to teach effectively. Consequently, when we determine grade placement after kindergarten, we consider all aspects of a child's development, not just the academic.

In our Readiness classes, therefore, you might find a child who reads on a third grade level but cannot hold a pencil. Or children who can spend forever building intricate block structures but cannot follow a teacher-directed activity for 10 minutes. Or perhaps you'll notice the "perfect" student—quiet, conscientious, organized—who cries whenever she encounters something new.

All of these children have needs which, if unmet, will impair their chances for success in first grade and begin a cycle of school problems. By meeting those needs, we try to prevent future failure.

Readiness is not, however, a repeat of a year's work. It's a year that's entirely different from either kindergarten or first grade. Some child-directed learning—with blocks, for example—continues from kindergarten. Compared to kindergarten, however, Readiness provides more teacher-directed learning in school subjects, such as arithmetic and reading.

Readiness is to some extent a postponement of the formal demands of school. It captures the flexibility of first grade two or three decades ago, when a unit on, say, hatching eggs could last a month while children undertook "egg-related" projects in various subjects.

School systems that practice social promotion often claim that children should remain with their peers for social or emotional reasons. But chronological age has less meaning than developmental characteristics in defining a child's peer group.

Social promotion traps children in humiliation. Failure is an everyday experience that reminds them of their inability to measure up to their peers or to satisfy their teachers and parents. The resulting frustration does nothing to inspire learning or to cause a healthy self-concept to develop.

But retention, when it means simply repetition of a year's work, is not much better for the struggling child. The child may show more achievement the second time around. Too often, however, there is no change in curriculum and materials. Are the workbook illustrations likely to be as motivating the second time? The dinosaurs as fascinating?

The price children pay for improved achievement may be very high indeed—the loss of enthusiasm, motivation, and curiosity. The retained child may acquire more skills while losing the desire to learn.

The stigma of "staying back" is also very real to the child who is teased by peers and who may be labeled by family, school, or self as "dumb." After experiencing daily difficulty the previous year, the repeating child begins the new year as a failure.

One day, when we have the necessary staffing and materials, all children may be able to make continuous progress, and the question of promotion versus retention will be moot. Until then, we think that the alternative of a Readiness year after kindergarten has the fewest shortcomings. It especially avoids setting up the possibility of future failure.

The community widely shares our own professional enthusiasm for this approach. The taxpayers have supported our program for 17 years. As one parent expressed it after her son's year in Readiness, "I feel rather sorry for those children who are too 'ready' for Readiness!"

For the nearly one in three who need it, Readiness is a positive, enriching opportunity for school success.

Henry Iwanicki

NO

Lois Catrambone, who courageously has taken on a debate against two opponents, is a reading specialist at the William Beye Elementary School in Oak Park, Illinois —a Chicago suburb. She is also an adjunct professor of reading at Concordia College in nearby River Forest and a longtime Association member.

The point of holding students back is to assure their future success. The retention programs we have in most schools aren't likely to do that, though. So we do less damage by promoting.

For one thing, we often can't do what we'd like to do with the children we keep back. Even my most conscientious classroom teacher colleagues tell me they often deplete their personal and professional resources the first time round.

In reading, for example, they aren't always able to equip themselves with advanced corrective and remediation techniques. Also, excessive class size and limited time just don't allow for the special instruction that some children require. New or additional materials may not be easily accessible.

A few years ago, the parents of a child who had already spent two years in kindergarten in another school told me that the school wanted her to repeat first grade. They wanted me to intervene on their behalf. I asked my counterparts in their daughter's school: "What will you do for this child that's different from what you did without success these past three years?"

The answer was—nothing. There would be no change in method, materials, or requirements—just another exposure to the old curriculum. Only this time maybe more effort and thus more learning would take place. (Subsequently, the couple transferred the child to another school, where she was placed in second grade with adequate remediation. Today she is progressing satisfactorily, with no further retention or widening of the age gap between her and her classmates.)

A second argument against retention is that districts, schools, even teachers vary among themselves in the criteria they use to make their decisions to retain or promote. What is deemed failure in one school may be acceptable in another. A given child might be retained in one school and not in another.

Such inconsistencies confuse students —in particular, transfer students. In my district we assign pupils, including transfers, to grade levels according to their age, but to reading groups according to their achievement. We give children who perform below grade level supplemental assistance.

We find that differences in achievement often narrow as the year progresses and the children are given comfortable exposure to new instruction and expectations—without having to experience defeat.

Having no remedial program and being inconsistent about whom we assign to what programs we do have are only the biggest flaws in the way we practice retention. We also retain for the wrong reasons—because a child is weak in one subject or because he or she behaves badly or because we have no curriculum that deals with his or her primary problem (lack of facility in the English language, for example).

There may sometimes be a reason to delay entrance into kindergarten or to allow an extra "year to grow on" at the very lowest primary level. However, retention—especially in the upper elementary grades—is likely to humiliate children and to make them lose their enthusiasm for learning. Even at the first grade level, we need to examine every characteristic of a child carefully and to consider every possible option for success without retention.

In Oak Park, we take a very conservative approach to retention. We use it reluctantly. We are more likely to consider what specialists can do to provide supplemental instruction to students who perform below grade level but have been assigned to "age-appropriate" classrooms.

When all of us in schools are faced with the dilemma of whether to promote or hold back, we must choose the course that takes the least risk with the child's future. Unless we can give assurance that nonpromotion will help more than promotion—and most research indicates the opposite—I believe we take less risk by promoting.

And when that promotion is supplemented by specialized instruction, we take the least risk of all.

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